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ABSTRACT

For nearly a decade, the Council for Religion in Independent Schools has honored schools with superior community service programs. The purpose of these annual awards is to stimulate the growth of such programs, to inform other schools of notable policies and practices, and to recognize excellence in moral consciousness and spirituality. A panel of judges makes the awards primarily on the basis of two essays--one by a faculty member and one by a student. Faculty essays typically outline the program as a whole, and student essays generally narrate significant individual and group experiences or describe the program's effect on the school. This booklet contains brief descriptions of community service programs receiving Certificates of Merit and Honorable Mention for the 1987-88, 1988-89, 1989-90, and 1990-91 school years. Projects range from organizing soup kitchens and volunteering at nursing homes to recycling trash. Exemplary essays by students and teachers are also included, along with a final essay from the council, a master list of service placements, and an index of program features and policies. (MLH)

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Award-Winning
Community Service Programs
in Independent Schools

Revised 1991-92 Edition

Edited by
Catherine D. Sands
and
Michael J. Gorman

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The Council for Religion in Independent Schools
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Washington, DC 20016

Table of Contents

Introduction vii
School Program Descriptions 1
1987-88 Award Winners 1
Certificate of Merit, with Distinction
The Madeira School, VA 3
Certificate of Merit
De Smet Jesuit High School, MO 4
Doane Stuart School, NY 5
Friends Academy, NY 7
Garrison Forest School, MD 8
St. Anne's-Belfield School, VA 10
Honorable Mention
The Branson School, CA 11
Cornelia Connelly School of the Holy Child, CA 12
The Masters School, NY 13
Severn School, MD 15
Wheeler School, RI 16
Special Recognition
Charlotte Country Day School, NC 17

1988-89 Award Winners 19
Certificate of Merit
Cate School, CA 21
Friends Select School, PA 22
Marymount School of New York, NY 23
Oakwood School, NY 25
Stuart Country Day School of the Sacred Heart, NJ 26
Honorable Mention
The Kinkaid School, TX 28
Phillips Academy, MA 29
St. Mathew's Parish School, CA 31
Tilton School, NH 32

1989-90 Award Winners 33
SCHOOL-WIDE PROGRAMS
Honorable Mention
The National Cathedral School, DC 35
Westlake School, CA 36
UPPER SCHOOL PROGRAMS
Certificate of Merit, with Distinction
Fairfield College Preparatory School, CT 38
Certificate of Merit
Crossroads School for Arts & Sciences, CA 40
Loyola Blakefield High School, MD 41
Honorable Mention
Convent of the Sacred Heart, NY 42
Landon School, MD 43

Special Recognition
The Woodhall School, CT 45
MIDDLE SCHOOL PROGRAMS
Certificate of Merit
Gordon School, RI 46
Honorable Mention
Polytechnic School, CA 47
LOWER SCHOOL PROGRAMS
Certificate of Merit
St. Patrick's Episcopal Day School, DC 48
Honorable Mention
Brooklyn Friends School, NY 49
Special Recognition
Gill/St. Bernard's School, NJ 50

1990–91 Award Winners 51
SCHOOL-WIDE PROGRAMS 52
Certificate of Merit
Brentwood School, CA 53
Honorable Mention
Nashoba Brooks School of Concord, MA 55
Eastern Mennonite High School, VA 56
Special Recognition
Potomac School, VA 57
UPPER SCHOOL PROGRAMS 58
Certificate of Merit, With Distinction
Stone Ridge Country Day School of The Sacred Heart, MD 59
Certificate of Merit
Notre Dame Academy, MA 61
Honorable Mention
Church Farm School, PA 62
Lawrenceville School, NJ 63
Marymount High School, CA 64
Punahou School, HI 65
St. Albans School, DC 66
Saint Andrew's School, FL 67
Special Recognition
Breck School, MN 68
Saint Gertrude High School, VA 69
MIDDLE AND LOWER SCHOOL PROGRAMS 70
Honorable Mention
Ravenscroft School, NC 71
Special Recognition
Campbell Hall, CA 73

Student and Faculty Essays 75
Student Essays
"Community Service: Who Benefits?"
Anna Small, Friends Select School, PA 76

"A Contradictory World"
Grace Wu, Severn School, MD 78
"The Requirement of the Moment"
Jen Hohman, Oakwood School, NY 79
"Kevin's Question"
Kira Van Nostrand, Greenwich Academy, CT 81
Faculty Essays
"Education's Noblest Task"
Wilma Messenger, Marymount School, NY 83
"Becoming People for Others"
Kenneth A. Luecke, De Smet Jesuit HS, MO 86
"To Dream"
Catherine Gawloski Montgomery, St. John's School, TX 87

Appendix 89
"Starting a Community Service Program: 10 Suggestions"
Michael J. Gorman, CRIS 90
Master List of Service Placements 94
Index of Program Features and Policies 96

Introduction

Recently, the desire for schools both public and private to commit themselves to community service has been growing among educators, students, parents, and community leaders. It is probably no exaggeration to predict that this community service movement will alter the face of American education as we know it. To some participants and observers, nothing short of a revolution in American education is beginning.

Many independent schools have a long history of community service. This history is a testimony to their conviction that service to others is an essential component of citizenship, humanity, and spirituality. These schools are leading the way as education begins to redefine its function in society.

For six years now [eight as of 1991], the Council for Religion in Independent Schools has honored schools with superior community service programs. The purpose of these annual awards is to stimulate the growth of such programs, to inform other schools of notable policies and practices, and to recognize excellence in moral consciousness and action. The awards are made by a panel of judges primarily on the basis of two essays, one by a faculty member and one by a student. Faculty essays typically outline the program as a whole, while student essays generally narrate significant individual and group experiences or describe the effect of the program on the school.

This booklet contains brief descriptions of the community service programs of the recipients of Certificates of Merit and Honorable Mention from the 1987–88 and 1988–89 school years [now also 1989–90 and 1990–91]. (Winners are not permitted to re-apply the following year.) Exemplary essays by students and teachers are also included. A final essay from CRIS, a master list of service placements, and an index of program features and policies conclude the booklet.

It is our hope that the programs described in this booklet will encourage the spirit and practice of community service in schools throughout the country.

N.B. All quotations in this booklet not credited to a source are taken from the schools' own descriptions (essays, booklets, etc.) of their community service programs.

October 1989

Note on the 1990 edition:
The 1990 edition includes descriptions of the 13 programs that won CRIS awards for the 1989-90 school year. These descriptions are organized by the grade-levels of the programs (school-wide, upper, middle, and lower), reflecting the categories in which awards are now given. The master list of placement opportunities and the index have been updated to incorporate the new descriptions.

Note on the 1991–92 edition:
As in the 1990 edition, descriptions of new winners (1990–91) are organized by grade levels, and the master list and index have again been updated. In addition, there are two new essays, one by a student and one by a faculty member. The total number of program descriptions is now 50.

School Program Descriptions

1987-88 Award Winners

THE MADEIRA SCHOOL

Certificate of Merit,
With Distinction

8328 Georgetown Pike
McLean, VA 22101

Dr. Stuart J. Davis
Director of Co-Curriculum

A twenty-year-old community work service program, the Co-Curriculum at Madeira *"affirms concern for fellow man, support for democratic principles, and belief in the potential of all."* Each student in grades 10-12 is **required to participate one full day per week**, or approximately 180 hours per year, at her placement. The program is administered by a **full-time director and full-time assistant director**. Transportation is provided throughout the Washington, DC area, and each student has an on-site supervisor.

The Co-Curriculum has *"clearly defined academic and personal goals for each class, allowing for greater independence and responsibility as students mature."* **Sophomores** are involved in **small groups**, working at nursing homes, day-care centers, hospitals, and centers for the physically handicapped and the mentally ill. Sophomores also attend a **monthly Ethics and Community program** to discuss ethical issues and to hear guest speakers from the Washington human services community.

All juniors work on Capitol Hill as volunteer interns for members of Congress. This experience is supplemented by a weekly course on American government and politics. **Seniors** choose their own **individual volunteer placement**, ranging from exploring individual interests in the private sector (law, business, journalism, etc.), to contributing to a social cause (Amnesty International, Peace Links, TransAfrica, presidential campaigns, etc.), to supporting Washington's cultural community (The Smithsonian, National Zoo, etc.), to working in human service agencies (probation programs, shelters for adolescent runaways, rescue squads, Planned Parenthood, etc.).

In the words of the director, Dr. Stuart Davis, *"Madeira is firmly committed to its dedication of a full academic day to volunteer work in the community. The Co-Curriculum is not a peripheral activity; it is at the heart of a Madeira education."*

Agencies and Programs
Local hospitals, including emergency rooms, and rescue squads
National Institutes of Health
Centers for the physically and mentally handicapped
Nursing homes
Counseling services
Day-care centers
Capital Children's Museum
Amnesty International
U.S. House of Representatives and U.S. Senate
America's Watch
Peace Links
TransAfrica, Washington office on Africa
The Smithsonian Institution and its associated museums

De SMET
JESUIT HIGH SCHOOL

Certificate of Merit

233 North New Ballas Road
Saint Louis, MO 63141

Mr. Kenneth A. Luecke
Service Projects Director

The Community Service Program at DeSmet has grown in eighteen years from a project only for seniors to a **four-year comprehensive program** *"tailored to the ability and needs of the students and the needs of the St. Louis community."* Over 200 agencies have been served in that time.

During the **freshman and sophomore years**, the focus of the program is on the development of each young man's self-image and on broadening the groups of people with which he comes in contact. Students in these grades serve primarily in the **school** and in their **neighborhoods and churches.**

During the junior year each student is involved in a **Junior Project**. This is a highly structured activity that takes place during school hours. Facilitated by presentations made by current juniors, in the spring each sophomore selects a placement in a participating agency. The student is then responsible for contacting this agency. During the junior year, the student works at the agency every Monday afternoon for two and one-half hours. He keeps a detailed **journal** of his weekly activities and reactions. Each Tuesday the student participates in **group discussions** reflecting on his experiences. **Faculty**, who have free time on Monday afternoon, are expected to **visit the various agencies** in the roles of observers, support persons,and monitors. School support is given to the students in the form of a **commissioning liturgy**, celebrated on the first day of service, sending each individual to his own agency to serve the community "in the name of Jesus Christ and the school."

Seniors are required to organize a service project to be completed **outside of school time.** At the conclusion of this project, each student is given a **certificate**, also at an all- school liturgy, recognizing service and personal growth, and issuing a challenge to future Christian service in the community.

Agencies and Programs (Booklet lists 180 agencies)

Food pantries	Housing rehabilitation
Hospitals	Schools and camps for the handicapped
Special classes	Special Kids Program
Homes for the elderly	Day-care centers
Head Start	Home for orphaned boys
Tutoring in local schools	Coaching and refereeing young children
Local churches	Religious education
American Red Cross	Local camps, recreation areas

See Mr. Luecke's faculty essay on p. 60.

DOANE STUART SCHOOL

Certificate of Merit

South Pearl Street
Albany, NY 12202

Mr. Robert Conway
Director of Campus Ministry

"One is not truly educated unless he or she has developed a deep social awareness and a commitment to a way of living that is socially responsible." Building on this philosophy, the community service program at Doane Stuart **begins at the primary level** (PreK-4) where one-quarter of the Religion program focuses on **"caring for others."** The students participate in food collections for World Food Day and Thanksgiving, a toy collection at the Christmas Bazaar (the proceeds used to sponsor two third-world children and help an American Indian tribe), adopting a family for Christmas, and a Lenten clothing drive.

In the **middle school** (grades 5-8) the curriculum includes a **community service focus**. Three times a month, 5th-and 6th-graders visit with the elderly Sacred Heart sisters who share the campus with the school. The fourth week of the month is used for discussion, sharing, and reflection on the meaning of service. *"It is our understanding that a full service program should also include opportunities of service to the [school] community itself."* Thus, the 7th and 8th grades perform their projects within the school, serving as office helpers and teacher aides. A special project, "Getting to Know Each Other," involves fifteen 7th- and 8th-graders from Cathedral Academy, an inner-city school, accompanied by four upper school students, who meet once a month alternately at each school for the purpose of "getting to know each other." Activities range from playing sports and visiting each others' classes to cooperating in service projects and sharing meals.

The **upper school** service program is **non-compulsory**, but strongly urged. The **freshman program** consists of **four events**, one each quarter: Cerebral Palsy and Red Cross phonathons, Christmas caroling for a nursing home, and a walk for the hungry. There are **preparatory and follow-up sessions** for each event. During the first semester of the **sophomore year**, there is a **"service day"** where students go off campus to various service sites, including a food pantry, a hospitality house for seamen, a center for the disabled, and a center for the homeless. A discussion session completes the day back at school, and students are asked to write a short **reflection paper**. They are also encouraged to participate in one or more service events as individuals, such as a phonathon or walkathon.

In the **junior or senior year**, students are encouraged to engage in a 20-hour **individual service project**. A **"Service Fair"** (similar to a College Fair) at the beginning of the school year introduces the opportunities available. Students sign a **contract** that outlines their schedule and the duties expected of them. They also must keep a journal and write a reflection paper at the conclusion of the experience. A **"service sharing group"** is in the planning stage.

Twice a year five students participate in a Youth Service Opportunities Project **weekend workcamp** in New York City, where the students work in soup kitchens and shelters in the context of a structured program of discussion and reflection. These students return as leaders in the service program at the school.

Other school service events are World Harvest Fast Day "Poor Person's Lunch," the Christmas "Giving Tree," providing assistance to a Braille Association meeting held twice a year on the campus, and holding bake-sale

and "out-of-uniform" fundraisers. A **24-hour Lenten fast** is now proposed where participants will enlist sponsors to raise money for a worthy cause.

A **community service record** of each student's activities is placed in their **school file.**

In its third year, the community service program is steadily expanding, improving, and increasing in student interest and participation. All segments of the school community support the program, and the school's long-range committee has established an **ongoing school committee on social awareness and community service.**

Agencies and Programs
Shelters for the homeless
Food pantries
World Food Day and Thanksgiving food collections
World Harvest Fast Day
UNICEF Halloween Collection
Cerebral Palsy and Red Cross phonathons
Nursing homes
Child development center
Christmas Bazaar toy collection
Christmas "Giving Tree"
"Getting to Know Each Other"
Hospitality house for seamen
Youth Service Opportunities Project

"The Friends Academy Community Service Program is part of an overall educational effort to encourage our students to see their skills and education as an avenue of service to humanity."

FRIENDS ACADEMY

Certificate of Merit

Locust Valley, NY 11560

Mr. Herb Lape
Director of Community Service

The community service program at Friends has three components. First is the **weekly visitations** to two day-care centers, a boys' and girls' club, two homes for the elderly, a senior citizens center, and a handicapped children's program. Each term, approximately one-third of the students volunteer one and one-half hours per week. In one day care-center, the hours the students work are credited as financial contributions that help the center qualify for matching government grants.

The second part of the program consists of special service projects sponsored by the **WATCH Committee (We are the Community Helpers)**, which is composed of 15 of the most committed and active service-oriented students. In 1987-88, three major projects were completed. (1) Through a **"Trick or Treat So Others Can Eat"** program, grades 6-12 collected nearly 50 shopping bags of canned goods for the Glen Cove Emergency Food Bank. (2) The middle and upper schools also held a **Hunger Awareness Meal** the week before Thanksgiving. The students were randomly divided into first-, second-, and third-world groups and were served appropriate meals in corresponding surroundings. Each student was charged $3.00, and the profit raised $800 for hunger projects. In addition to raising money for these projects, the meal raised consciousness about the problems of third-world peoples. (3) Under the **GIFT (Good Intentions Feel Great) project**, students collected and sorted over 12,000 items of clothing and distributed them to shelters on Long Island and in New York City. This project received significant **attention from the media**, resulting in participation by many local churches, fire departments, and individuals. A study is being made on the possibility of setting up a permanent storage and distribution center for area shelters on the school campus.

In addition to these major projects, WATCH has organized students to participate in cleaning and painting shelters in the area, and is also committed to staffing a local soup kitchen one Saturday per month.

The third part of the Friends program is a **required 10th-grade Community Service course**, which meets every other day for 10 weeks. At the end of the term, students participate in a weekend workcamp focusing on serving the homeless. *"The fact that everyone is required to take this course is a powerful statement on the part of the school about the importance that we attach to service."*

Agencies and Programs

WATCH program
Hunger Awareness Meal
INN (Interfaith Nutritional Network)
Homes for the elderly, senior citizens' center
Day-care centers
Emergency Food Bank
GIFT project
Local soup kitchen
Handicapped children's center
Boys' and girls' clubs

GARRISON FOREST SCHOOL

Certificate of Meri

Garrison, MD 21055

Mr. Gardiner Offutt
Co-Head of Service League

Ms. Ann M. Teaff
Faculty Advisor
to Service League

In eight years, Garrison Fore t's Service League has grown from a small group of dedicated students who made weekly visits to a Baltimore nursing home, to a thriving service organization with 45% of the school's students participating in its ongoing programs. In addition, many students organize food drives, help the school's adopted families, coordinate blood drives, and participate in other short-term projects. **Most students participate in some aspect of the Service League during all four years of high school.**

"Because Garrison Forest recognizes the optimism and inherent idealism in young people as well as their individual interests, the school encourages volunteer rather than required community service." As a result, one of the strongest and most distinguishing aspects of the program is the **student leadership.** Two students, one boarder and one day-student, head the Service League, and one or two students are heads of each of the many sponsored projects. Two faculty advisors serve in supportive and supervisory roles.

"A great deal of the credit for the growth of Service League goes to our parents." Because the two faculty advisors also carry a full teaching load, during the year that off-campus volunteer opportunities were expanded from three to eight offerings (1986-87), **parent volunteers were essential** in researching volunteer possibilities, arranging transportation, and providing support to student project directors.

Service League offers many opportunities for student involvement. At the beginning of the school year, each student receives a **booklet describing all offered activities.** Throughout the year, **announcements** by individual project heads at the morning assembly remind students of upcoming special events and programs. In addition to the many upper school programs, there are also middle-, lower-, and pre-school service activities.

"We are not complacent. We realize that there is always much more to do—more people who need our help and support, more students who must realize their obligation to give of their time and talents. But we feel we have come a long way since 1980 and we are proud of our accomplishments." (Ann M. Teaff, Faculty Advisor)

Agencies and Programs
Paul's Place Soup Kitchen—organize canned food drives, cookie bakes
Christmas Adopt-A-Family program
Collection of household goods to benefit Baltimore Migration and Refugee Services
Blood drive
St. Joseph's Hospital
Rosewood Center for profoundly handicapped and retarded men, women, and children
The Sheppard and Enoch Pratt Hospital—private psychiatric hospital
"Huggers" for Special Olympics
Garrison Valley Nursing Home
Pickersgill Retirement Home
Tutoring in upper and middle schools
Kid's Place - volunteer with Saturday morning play group for disadvantaged children
Candy valentines sold to benefit Red Cross Relief Fund

Middle School activities:
Annual Poinsettia Sale to benefit Santa Claus Anonymous
Candy sale to benefit Cystic Fibrosis Foundation
"Tonsils and Adenoids Puppet Show" at the Greater Baltimore Medical Center
Serve as teacher aides in lower school and pre-school

Lower School activities:
Contribute to food and clothing drives
Prepare casseroles that students deliver to Paul's Place Soup Kitchen
Fourth- and fifth-graders volunteer as teacher aides in art, music, and science classes

Pre-school activities:
Make tray favors and holiday greeting cards for hospitals and nursing homes
At holiday time students decorate a cap and mitten tree for needy children

ST. ANNE'S-BELFIELD SCHOOL

Certificate of Merit

2132 Ivy Road
Charlottesville, VA 22903

Alice S. Kirsch
Faculty Advisor

The Community Service Program at St. Anne's-Belfield *"is designed to assist students to become the best human beings possible, and to prepare them to contribute usefully to society....It directs students toward recognizing problems in the community, identifying the needs of others, and developing service projects that address these concerns."*

60 hours of service is a graduation requirement for students in grades 9-12. In order to keep on track, students are expected to complete at least 15 hours of service per year. A maximum of 24 hours may be performed on campus, and all work must be done on a volunteer basis. **Semi-annual agency fairs** are held each year to bring agency directors on campus to meet with students. Information is also available to them in the **Community Service Handbook**, on the **Community Service bulletin board**, or from the Director of Community Service.

A well-defined **procedure** helps to insure success and satisfaction for all involved: a student's proposed volunteer **project must first be approved by the Community Service Committee (parents and faculty)**; upon completion of a project, student and agency **evaluations** are reviewed, and if they are found to be satisfactory, the project is approved and the student is given credit. Students are required to assess their volunteer work in the form of an **essay** and also participate in service project **discussion groups twice a year.**

In addition to fulfilling the Community Service Program's stated objectives, the program also has served to increase the involvement of the school in the greater Charlottesville/Albemarle area; it is now recognized as a valuable and reliable source of volunteer help.

Agencies and Programs (36 agencies listed in Handbook)
Local hospitals (candy-stripers, tour guides)
Children's Rehabilitation Center
Shelter for Help in Emergency (home for abused women)
Adopt-a-Grandparent
Assistant coaches for children's soccer, basketball, and lacrosse teams
Big Brother/Big Sister programs
Virginia Discovery Museum
Nature-conservation group
S.P.C.A.
In-school service projects: middle-school tutors and assistant coaches

THE BRANSON SCHOOL

Honorable Mention

Box 887
Fernhill Avenue
Ross, CA 94957

Ms. Kitty Breen
Community Service
Program Director

"In the three short years our program has been in existence it has moved from being a greatly disliked requirement *to an* incredible opportunity, *a chance for students to really make a difference, and to learn, grow, and change from their work."* Each student's requirement is a **minimum of 25 hours** in their respective service projects. But, according to student John Crabtree, *"requirements become trivial after a positive experience."* Most students participate in established volunteer programs in area agencies. Students **browse though open files in the Program Director's office to locate suitable opportunities.**

The unique part of the program, and what is recognized in the community, is the initiative some students take to design their own projects. **Criteria** for new service opportunities include **personal contact, cooperation with others, and challenge** to the student. Examples of **student-initiated projects** are: a benefit band performance by four students, involving determining the needs of the program, organizing, publicizing, and buying and delivering necessary food and equipment; a hike organized by three students for junior high students; and a current-events class at a convalescent home, started by a student interested in public speaking.

Two new programs, allowing for increasing responsibility, are in the pilot or planning stages. A pilot program working with the developmentally disabled allows both groups to meet outside of the institution or school environment. **Rigorous training** in working with the developmentally disabled and confronting the students' fears and conceptions has provided them with the confidence and tools needed to establish relationships. In 1988-89 three students were slated to participate in a pilot program associated with a school for emotionally disabled teens. Again, training will be important to the program, with the ultimate goal of working on social skills, allowing two normally segregated groups to befriend one another in a supportive environment.

From these student service projects, according to director Kitty Breen, students are *"allowed to see their potential, feel their importance, and understand the positive consequences their actions can have on a community."*

Agencies and Programs
A filing reference system, available to all students,lists opportunities under the following headings:
Public Good (e.g., food drive, "Toys for Tots")
Health/Counseling
Special Populations (e.g., developmentally and emotionally disabled teens)
Intergenerational (e.g., convalescent homes)
Intercultural
Animals/Wildlife

CORNELIA CONNELLY SCHOOL OF THE HOLY CHILD

Honorable Mention

2323 West Broadway
Anaheim, CA 92804

Sr. Elizabeth Muir
Director of Community Service

In 1987-88 a service **requirement** for graduation from Cornelia Connelly School of the Holy Child was initiated in order to assure that all students will have participated in some form of community service and to encourage reflection on their experiences. The **foci** for the first four semesters are: the poor, children, the elderly, and ecology. During the last four semesters students can choose their own focus. The time requirements are minimal: eight hours of service at one site, over three different visits, each of the first four semesters; twelve hours of service at one site, over three different visits, during the last eight semesters.

Each student keeps a cumulative **journal**, making at least three entries each semester. She meets twice each semester with a discussion group to share a significant experience. Finally, in English class, each student uses the topic of community service for a one-time per semester **writing assignment**. All written material is returned during the final year to allow the student to graphically see her growth and development.

Agencies and Programs
Tijuana Ministry - La Maria, Madre de la Ecclesia, parish
Colonia Guadalajara
Colonia Terrazes
Colonia Pan Americana
Christmas "Letters to Santa" program
Connelly Christmas Tree

THE MASTERS SCHOOL

Honorable Mention

Dobbs Ferry, NY 10522

Mrs. Frances McLaughlin
Director, Masters Nursery
Community Service Program

The philosophy of the Masters Community Service Program is that *"all have an obligation to the community in which we live. We should share our time, talents, and energy with others who need them. No matter how busy we are, there is something each one of us can do to help. We also emphasize that this is a life-long obligation, that many people work full-time, handle family obligations, and still make time to help others."*

The community service program is **two-tiered**. One emphasis is on providing interesting, varied, and challenging volunteer experiences for student commitment on a regular basis—two days a week for a total of at least three hours a week. The second emphasis is on offering meaningful opportunities for all-school participation, to attract students whose regular extra-curricular interest is sports, drama, or another time-consuming activity, but who still have the desire to participate on some level in community service.

Some examples of regularly scheduled projects are:

Mural Painting Team—A group of young artists designed and painted two wall murals at a group home for the mentally retarded, interacting with the residents and gaining information about retardation.
Clowns-on-Wheels—A student clown troupe performed a program of skits, magic tricks, and audience participation activities at day care centers, hospitals, Brownie troops, and an institution for emotionally disturbed children. They clowned at the United Way 100th birthday celebration and were invited by CBS-TV to perform at their Christmas party for 150 homeless, retarded, foster, and hospitalized children.
Music-on-Wheels—Music students entertain at homes for the elderly, the blind, and psychiatric patients.

Girls who are not able to make a weekly commitment are encouraged to join in special service projects, designed to educate students about the needs of specific groups in the community and to give them the opportunity to help address these needs. Among the groups of people whose needs are of concern to students are the homeless, the retarded, Vietnam veterans, children whose mothers are in prison, and children in the third world.

The Community Service Program is organized and supervised by a director and an **advisory board of fourteen students**, representing all sections of the student body.

"Community service is perhaps the least restrictive and most rewarding extra-curricular option." (Doreva Belfiore '88)

Agencies and Programs
Programs for the homeless
Grace Church Shelter—supplying all food and volunteer needs
Save the Children—sponsoring a child from El Salvador
Local hospitals
Host to the New York Special Olympics Gymnastics Competition
Nursing homes
Day-care centers

(cont'd.)

Children's Village and Pleasantville Cottage School
Political internships working on efforts to address problems regarding the homeless, teenage suicide, pregnancy, and drug abuse
Hastings Art Gallery
Bronx River Restoration Project

SEVERN SCHOOL

Honorable Mention

Water Street
Severna Park, MD 21146

Ms. Felicia Powers
Service Program Advisor

1987-88 was the first year of Severn's middle school community service program. **One afternoon a month, the entire middle school** (approximately 170 students) participates in some form of community service. The sixth graders remain on campus, picking up trash, decorating bulletin boards, making cards for ill people, and helping with school mailings. The seventh and eighth grades work in **groups off-campus,** volunteering at various places in the community. Twelve students, one teacher, and a few parents visit the same site all year, allowing for continuity. They volunteer at nursing homes, shelters for homeless people, hospitals, and the Red Cross.

"This is a contradictory world. Some people are very prosperous, but even more are ill-fated. Fortunately, people have compassion, and it is this compassion that helps build society." (Grace Wu, student)

Agencies and Programs
"Sarah's House"—shelter for the homeless
Nursing homes
Hospitals
Baldwin Industries
Providence Center for the Retarded
Adult day-care centers
Senior center
American Red Cross

See Grace Wu's student essay on page 54.

WHEELER SCHOOL

Honorable Mention

216 Hope Street
Providence, RI 02906

Mr. Donald Berger
Director of Community Service

The Community Service Program at Wheeler *"is designed to help implement one of the school's primary goals: encouraging students to get involved in a larger world than self and school, with concern and respect for others."* The program, begun in 1985, **concentrates on volunteer activities** for the middle and upper schools.

Group volunteer activities are planned for the middle-schoolers. Apart from a **six-week community service project in which every eighth grade student participates** through English classes (with writing assignments built in), there is no organized recruitment. Nevertheless, student commitment is strong, morale is high, and the students seem to understand the value of their work, both for themselves and for the people they serve.

Aided by the program's director, **upper school students individually contract themselves in writing** with the agency they plan to serve. Their projects can last for as long as the entire school year and as short as twelve weeks. In 1985, in order to attract students to the program, students were allowed to **substitute community service for sports** during two of three trimesters. That policy has now been **discontinued.**

Since the fall of 1988, community service has appeared in the course catalogue, **offered as a minor course** with one-fourth credit for each trimester of service. Every upper school student participating in the program attends a weekly discussion seminar. Guest speakers are also scheduled into the program. Volunteers are asked to provide a written commentary on their experiences.

Each week, students volunteer at nursing homes, hospitals, shelters for abused and neglected women and children, day-care centers, tutorial programs in local elementary schools, the Animal Rescue League, a local museum, a soup kitchen, and a cultural center for the city's international population.

The Community Service Program is headed by a **part-time director** who serves as a liaison between the school and the organizations served. He is responsible for planning middle school activities and guiding older students in their search for an appropriate activity. Parents, faculty, and administrators (especially the middle school contact, who arranges many of the logistical details) are generous with their assistance.

"Wheeler recognizes the need for help and on a small scale is doing just that, helping. Victims seem to grow in number, but volunteers do not. Wheeler is doing its best to change that." (Noelle Crombie, student)

Agencies and Programs

Emergency Center
The Jewish Home for the Aged
Lippitt Hill Tutorial Program
International House
Miriam Hospital
Day-care centers
The Women's Center
Amos House

The Story Behind Special Olympics
by David Ball, Dean of Students

CHARLOTTE COUNTRY DAY SCHOOL

Special Recognition

(for a unique community service project)

1440 Carmel Road
Charlotte, NC 28226

Pride, respect, and a consuming sense of joy are words that immediately come to mind when I think of Special Olympics, the athletes, and, most particularly, our students. The students at Charlotte Country Day School were hosts in April 1988 of the Charlotte-Mecklenburg City Council Special Olympics Games. That year marked the twentieth anniversary of Special Olympics, but it was also the fifth consecutive year CCD's Upper School has served as host.

Hosting the event literally transforms the campus for two and a half days. Student teams of freshmen and sophomores decorate the campus with student-silk-screened flags bearing the Special Olympic emblem and with banners, field painting, welcome signs, and balloons. Juniors and seniors simultaneously join handicapped athletes in a morning of activities and a downtown parade. But it is not only the physical campus which is transformed: students and faculty alike participate in all aspects of the two-day games. They serve as buddies for the handicapped athletes, as event-stagers and huggers, as face painters, dancers, and clowns; they assist in feeding over 1200 people each day; and they man petting-zoos, craft booths, tennis clinics, jazzercize platforms, and other entertainment centers for athletes between events.

A transformation of campus appearance and activity is a memorable scene; but the effect of this community service experience on our students and the genuine giving that experience motivates are the true memory-creating, life-influencing moments. Watching our students cradling young athletes in their arms; carrying them on their shoulders; processing in the parade hand-in-hand with one or more athletes, age three or fifty-three; saying a tearful goodbye at the end of a day's friendship; or smiling a warm welcome at the next spring's reunion with a former "buddy"/athlete—all these are sights and feelings I shall never forget. What touches me most each year is not just the athletes' unrestricted love, zest for life, and competition in the purest sense; it is instead what our students give in return to each and every athlete, event, and clinic. Still, as all discover, faculty and students alike, what we receive is far more than we could ever give in return. The impact of this exchange one senior described last spring:

> *"Special Olympics is probably the best experience that could ever happen at CCD. I've never seen so much reaching out, caring and just loving in one week. It's an event to remember forever."*

And one boy recalls this poignant experience:

> *"The saddest thing was a boy in a wheelchair who sat alone because everyone was afraid to go to him because he was deformed. I went and sat with him, and he couldn't talk or know what I said, but I could tell he was receptive to the fact that someone sat with him and held his hand."*

For the fifth consecutive year, all upper school students and faculty (about 1400 strong) teamed up with additional volunteers from the community and interacted with approximately 900 athletes, ages 3 to 60. Their perception of themselves, of others, and of strength and success changed as they participated in two very special days, days described by two teachers of Special Olympic athletes:

"Your young men were kind, courteous, generous, gentle.... I saw in their faces a genuine happiness and new respect for the term "handicapped." The girls were dependable and responsible, but they also demonstrated caring and enthusiasm for children with limited resources. Their interest in and attention to the children made the day special for all of us."

1988-89 Award Winners

CATE SCHOOL

Certificate of Merit

P.O. Box 5005
Carpinteria, CA 93013

Sanderson M. Smith
Director of Public Service Programs

The Public Service Program at Cate has been actively functioning for fifteen years and prides itself on its **volunteer** nature. *"Because there is no public service requirement, the programs are so much more successful because the people who participate want to be involved in a specific cause rather than fulfill a requirement,"* according to Robert McLaughlin '87. 100% of the school community is involved in at least one public service activity (everyone participates in Public Service Day), and approximately one-third of the students are "regulars." Totally **self-supporting**, the program is **administered by a full-time teacher**, and each activity has one or more **student heads**.

"By participating in any or all of the public service programs at Cate, students receive exposure to different peoples and ideas, and they are introduced to the concept that it should be each person's responsibility to aid those less fortunate and bring a little sunshine into their lives." (Tamara Wiesmann, student)

Agencies and Programs

Foster Home Program—Small groups of students visit local foster homes for the mentally retarded or physically handicapped, interacting with residents and bringing them to special school functions.

Elementary School Tutoring Program—Students help young children with learning difficulties.

Special Education Swimming Program—Students help teach mentally handicapped children to swim.

Los Niños Program—Students make trips to Mexico to work and play with orphaned children, bringing food, clothes, and toys. "Starting in this program," comments faculty coordinator Sandy Ellis, "the kids go with a *save the world* mentality. They learn through the program that they won't, but that they can affect it in a small way. What I love best of all is that it brings out the best in the kids."

The Christmas Committee—Every Christmas season, food, clothes, and toys are collected for needy families in the area.

Public Service Day—Cate students and faculty work for the city of Carpinteria one day each year, helping senior citizens, the schools, the library, churches, and City Hall by picking up trash, doing road surveys, etc. The school receives an official Resolution of Thanks from the City Council.

Bikeathon/Walkathon—Held once a year to raise money for worthy causes.

Transition House—Here volunteers cook and serve meals to the needy and homeless.

Children, Inc.—Through this organization Cate sponsors (helps feed and clothe) an orphaned child in a foreign country.

Special Olympics: Volunteers serve as aides for participants in the Santa Barbara Special Olympics.

FRIENDS SELECT SCHOOL

Certificate of Merit

17th & The Parkway
Philadelphia, PA 19103-1284

Ms. Stephanie D. Judson
Community Service
Coordinator

In 1985, the faculty and administration of Friends Select School re-evaluated their "time-worn, 24-hour service requirement for tenth-graders." Several questions emerged:

How could they build service into the curriculum?

How could they encourage students to act on their concerns about the problems of their city, given all the demands on their time?

Could service projects provide constructive and positive challenges that would help unify a new grade in the upper school?

Several years ago a new service model was approved: the entire **ninth-grade** class would choose a service project to **work on together from January of the freshman year into the eleventh grade year.** This program is now in its third year. In the fall, under the guidance of the elected class officers, the freshman class discusses issues they would like to address through service, establishing **priorities and criteria.** For example, the class of '89 determined that the project(s) must "really **do some good**", "have a **variety** of interrelated activities," and "**hold student interest** over months and years." Freshmen and sophomores work at least three mornings a year (most volunteer at least eight mornings), and are **excused from class** to do so.

The service project experiences are carried over into the classroom, where students reflect in **writing and class discussions.** In addition to the whole class project, a growing number of students have become involved in work with the homeless. According to coordinator Stephanie Judson, "student leaders have made community service a respected activity."

The faculty and administration continue to evaluate the program. They are looking at **how to encourage the students to continue** their projects after the program ends and they are no longer excused from classes, and **how to involve parents** as resources in identifying and helping with the service projects.

"Doing service makes us feel better about ourselves and the problems in the world. We are doing what we can to help. You cannot always see the results of your service, but if you and the people you help feel at least temporarily better about themselves, that is what matters." (Anna Small, student)

Agencies and Programs
Food and clothing drives for the homeless and the working poor
Half-way houses and shelters for the homeless
Community home repair
Headstart programs, teacher aides
Local elementary school in a Hispanic neighborhood—
a "mutual adoption" program, special enrichment day

See Anna Small's student essay on page 52.

MARYMOUNT SCHOOL OF NEW YORK

Certificate of Merit

1026 Fifth Avenue
New York, NY 10028

Mrs. Wilma L. Messenger
Community Service Director

"The Community Service activity is **the most important commitment of the Marymount student's sophomore year.** *It provides each young woman with the opportunity to assume adult responsibilities and meet the challenges these responsibilities present."* When the service obligation is completed, *"it is our hope that each girl will have experienced the pride and respect of a job well done...and that she will make a personal commitment to contribute her time and abilities to a* **lifetime of service in this needy world.***"*

The Marymount Community Service Program requires each student in **Class X to give a minimum of one hour of service per week** for the duration of the school year. The Community Service Director provides each student with a list of possible activities and advice concerning the process of securing a placement. After discussion with other students, parents, and school advisors, it is the **student's responsibility to make all the necessary arrangements for work,** from initially contacting an agency, to arranging an interview, to scheduling hours of service. Consistent and punctual attendance is expected, and every effort must be made to make-up time missed.

Each student must maintain a **journal** as a record, and **one class period per week of religion class is devoted to discussion** of the students' experiences. At the conclusion of the year of service, each student is required to produce a paper or project (such as an artistic or music presentation) reflecting on her service and personal growth. The Marymount Community Service Director **visits** the girls at their place of service. Each organization provides an on-site supervisor, who is requested to complete an **evaluation** of the student volunteer.

In addition to the Class X Service requirement, Marymount conducts **other service projects for the entire student body**, such as food drives, clothing drives, and participation in the City Volunteer Corps' "A Day in the Life of Youth Service."

"If Marymount School can teach its girls that service to others is the greatest contribution they can make with their lives, then we have accomplished education's noblest task." (Wilma L. Messenger, Director)

Agencies and Programs
Food pantries, soup kitchens
Hospitals
Ronald MacDonald House
Homes for the elderly
Telephone and visitation programs for senior citizens and the homebound
Tutoring programs, nursery schools
CCD (religious education) programs
After-school recreation programs

(cont'd.)

Ho! Ho! Ho! (answering children's letters to Santa Claus)
Make-A-Wish Fair
City Volunteer Corps

See Mrs. Wilma Messenger's faculty essay on page 57.

OAKWOOD SCHOOL

Certificate of Merit

515 South Road
Poughkeepsie, NY 12601-5499

Ms. Mary Murphy
AQE Program Director

The Adventure in Quaker Education (AQE) Program of Oakwood School, now in its thirteenth year, was designed to *"make real the philosophy of educating the head, heart, and hands"* of its students. The goals of the community service program are *"to be of service in areas of need and to learn from serving."* Each senior is required to work in a non-profit agency one full day each week for eight weeks in the fall, and in a different placement for eight weeks in the spring, totaling approximately 100 hours during the year.

The students, with the guidance of the AQE director, may choose their own placement from a variety of agencies, or have it assigned to them. In 1988-89, 17 different agencies were served. Each agency is asked to provide a specific **supervisor** to whom the student or students report and who will provide immediate direction, support, supervision, and feedback. Students are also required to participate in any specific training sessions and to keep a **journal** of their experiences, observations and insights.

Oakwood reports enthusiastic response from the agencies involved. One supervisor wrote, "I was left with a keen awareness of how valuable this experience was for the students and for the people they had spent time with. These students were able to undergo the process: On the first day, they went to work with the *retarded.* But by the end of their experience, they spoke of their time with these people who happen to have retardation and remarked how each of these worthy people is unique." In addition, the program has been very good for the relationship between the community and the school. "Oakwood is seen as a source of real help in times of need."

The AQE program is administrated by a **part-time staff person**, the AQE Program Director, and **adequate financial support** is provided. In addition, faculty willingly provide extra support to students and often volunteer their time and automobiles for transportation. Goals for the future include extending the service projects to include underclass students by initiating individual placements, "service days" for the entire school,and group service projects done by grades 9,10,and 11.

Director Mary Murphy summarizes the AQE philosophy: *"We hope to make service and a belief in cooperation a part of students' lives; to develop the students' sense of accountability and responsibility through experiences in which others are dependent upon them; and to lead students to personal growth through experience with other cultures, races, and ages, and with problems that are real and difficult."*

Agencies and Programs

Food closet and soup kitchen	Temporary housing for the homeless
Hospitals	Institutions for the mentally ill and the mentally retarded
Day-care centers	Cooperative elementary school
Environmental education	Small non-profit theater

Shelters for teen runaways and battered women
Schools for physically handicapped, mentally retarded, and autistic children

See Jen Hohman's student essay on page 55.

STUART COUNTRY DAY SCHOOL OF THE SACRED HEART

Certificate of Merit

Stuart Road, R.D. 2
Princeton, NJ 08540

Ms. Elizabeth Goheen Murphy
Director of
Community Service

For 25 years, the Community Service Program at Stuart has been dedicated to providing the *"knowledge and skills needed for effective action on the problems of oppression and injustice and an active participation in the wider community."* The **scope of the program is school-wide.** Lower and middle school students are introduced to service through religion classes and group-project participation. Group projects include Read-a-Thon for Project Literacy, visits to local nursing homes, and a book collection for an inner-city school.

The program in the **upper school** is *"part of a student's daily life."* Participation is **mandatory,** four years of community service being required for graduation. During this time, each student is expected to have one in-depth experience with the socio-economically deprived and one year of work outside the school. A minimum of two class periods every week (when possible) or after school, as well as weekend time, is required. Other projects can be accomplished inside the school community: working as lower-school aides, middle-school tutors, front-desk receptionists, and mail- and copy-room helpers.

Training is provided to the freshmen during the fall trimester in an **orientation program,** where students participate in a series of discussions about the theology of service and listen to outside speakers describe the work that their service agencies provide. The Community Service Director helps students organize and focus on their respective projects, provides necessary transportation, and provides a semi-annual evaluation. **Annual Community Service Awards** are given to students "who have shown an exemplary depth of commitment."

Students volunteer in many capacities at a large variety of local agencies: office workers at The Coalition for Nuclear Disarmament and Recording for the Blind; "friendly" visitors at rehabilitation centers and the local senior citizens center; classroom aides at a school for the communications-handi-capped and at a pre-school for low-income families; aides in local hospitals; Sunday School teachers; meal-servers at Saturday soup kitchens; and so on. The program has a strong tie with the Martin House Learning Center and Housing Rehabilitation Program, providing tutoring to inner-city children.

During the **summer,** Stuart offers **three programs** to student volunteers: a five-week program at Martin House, in which students live at school and go to Trenton each day to rebuild houses, with evenings spent in reflection and discussion; the Appalachia Service Project, open to students, faculty, and alumnae, in which the participants travel to Appalachia and work on rebuilding and weatherizing the homes of the Appalachian rural poor; and the "Summer Learning Experience," in which youngsters from the Trenton area participate in a program that provides academic remediation and enrichment in mathematics and language arts, taught by Stuart faculty and student volunteers. In the greater community, Stuart's reputation is well-known. "Our student volunteers receive the highest recommendations from sponsoring agencies; they are known for their reliability and depth of commitment."

"The students here genuinely don't look upon community service as another requirement that exhausts all our free periods, but rather as an obligation we feel honored and more than glad to fill. Our willingness to participate in community service stems from the Sacred Heart goals, one of which is a social awareness which impels to

action. We realize that even though we might be considered privileged to some, we have a responsibility to share our wealth and knowledge with others." (Caroline Dawson, student)

Agencies and Programs
Soup kitchens
Hospitals
Nursing homes
St. Lawrence and Merwick Rehabilitation Centers
Rockbrook School for the communications-handicapped
Recording for the Blind
Senior citizens center
Princeton Nursery School
Sunday Schools
Coalition for Nuclear Disarmament
American Red Cross

Summer Programs
Martin House Learning Center and Housing Rehabilitation Program
Appalachia Service Project
"Summer Learning Experience"

THE KINKAID SCHOOL

Honorable Mention

201 Kinkaid School Drive
Houston, TX 77024

Ms. Katherine Leathem
Mrs. Alicia Woodham
KOCI Co-Sponsors

KOCI, the **Kinkaid Organization for Community Involvement,** began 12 years ago with eight student members and a sponsor. Today the organization boasts 45 student members, five student officers, over 100 "friends," and three sponsors, all participating in at least two projects per month during the school year. Current membership is held largely by upperclassmen and is earned by participation in activities plus the *"display of a keen desire to help others."* **Officers and sponsors elect the members** biannually.

The elected members of KOCI **sign a contract** promising participation in at least one of the group's two monthly projects and attendance at monthly meetings. Students who are interested in community service, but whose schedules or other interests do not permit full membership, are classified as **"friends."** "Friends" are welcome to participate in as many projects and meetings as they wish. Additional faculty and parents provide a support system and volunteers for many of the projects.

Traditional KOCI projects are a biannual house-painting project for low-income elderly people; the Juvenile Diabetes Walk-a-thon, which involves the club and the entire upper school; and the annual Christmas "elfing," in which every KOCI member and "friend" dress up as elves and collect money from parents and students driving into the school. This past year, these monies were distributed to The Star of Hope Mission, a shelter for the homeless, and to The San Jose Clinic, which gives medical care to the indigent in the Houston area. Additional projects include the annual KOCI No-Talent Show, which benefits Meals on Wheels, and the Kinkaid School's annual Field Day booth, which raises additional funds for distribution. The entire school participates in the Christmas Food Drive.

"KOCI arouses and maintains within the students a compassion for the less fortunate, along with a willingness to serve the community. Projects are anxiously awaited rather than dreaded, and participation is always strong and effective. And the smiles on the faces of those served are enough to show the effect on the community."
(Jill Selber, student officer)

Agencies and Programs
Collecting, delivering money and food to local missions and agencies
Supplying food, clothing, and household items for refugee families
House-painting project
KOCI No-Talent Show for Meals on Wheels
Nursing homes
Juvenile Diabetes Walk-a-thon
Veterans Administration Hospital
The Lighthouse for the Blind
Harris County Association for the Mentally Retarded
Field Day booth
Christmas "elfing" and food drive

PHILLIPS ACADEMY

Honorable Mention

Andover, MA 01810

Ms. Mary S. Minard
Community Service
Coordinator

Phillips Academy's *"Community Service Program provides opportunities for students, faculty, and staff to translate into action the NON SIBI (*Not for Self*) motto of the school. Because it is rich in resources and talents, the community of Phillips Academy has much to offer its neighbors, especially those in need; its neighbors, in turn, have much to teach the Academy. To achieve personal growth in the service of others is the real hope and goal of the Program."*

Student volunteers may participate in the program **during free time or in place of a sport.** If choosing the latter, a minimum of four hours per week is required. This includes both service and regular meetings for discussion about shared experiences and growth. All volunteers are prepared by **orientation meetings,** some projects requiring reading and films. Community Service Coordinators (two faculty members and two students) lead the initial meetings, while agencies lead more intensive ones. A process of **evaluation** concludes the volunteer experience. Each spring the Academy holds a **Spring Picnic** for all student and faculty volunteers and agency personnel.

The program has grown rapidly in the past four years, in response to the demand on the part of the student body and the neighboring community, which is ethnically diverse. The program is therefore varied and challenging. *"Phillips Academy is the* **single largest source of volunteers in the city of Lawrence** *and, in part, that is because agencies have sought out the services of student volunteers who have the reputation of being dependable."* As the program has grown, it has been able to depend increasingly on a reasonable budget, on access to school resources like athletic space and school vehicles (the program also has its own vehicles), and on faculty support that is demonstrated through voluntary help. A faculty proposal is being considered that will make the Community Service Program become an integral part of the academic and residential life of the school.

"As students at Phillips Academy, we are privileged. We are privileged through academics and money to enjoy one of the finest secondary educations anywhere. More importantly, however, we are privileged to have a Community Service program which allows us to rejoice together in a world far less comfortable than that of our school." (Jenny Siler, student coordinator)

Agencies and Programs
Lazarus House and Bread and Roses—preparing and serving dinner to residents
Greater Lawrence Family Health Center internships—maternal and child health care, waiting room friends
Lawrence General Hospital—responsible for patients in recovery wards
Academy Manor Nursing Home
AIDS Action Committee
Windrush Farm—riding program for the handicapped

(cont'd.)

ARC—athletic program for mentally retarded children
Easter Seal Swimming Program—assisting handicapped children
Professional Center for Handicapped Children—assisting teachers with physically handicapped and developmentally retarded children
Special Games—games organized by school for special-needs competitors
C.C.D. [religious education] Class for special-needs children
Events with the sight impaired—rollerskating party, May Day lawn party, bowling for small children and teenagers
M.I. Restorative Center—elderly population
Leonard Middle School Partnership, Bancroft Elementary School, and St. Mary's Elementary School—tutoring and teacher-aide programs
Lawrence Housing Authority Tutoring Program
"Big Sister" activities with teenage mothers and Vietnamese children
Si, Se Puede—afterschool/vacation program at local housing project
Child-care centers
Lawrence Boys Club—volunteer tutors
Department of Social Services internship—tutoring and befriending abused and neglected children; assisting social workers; learning procedures for computer-documenting of missing children
Lawrence Office of Immigration and Americanization—office work and client assistance at counseling center
Cambodian Network—assisting the Network to provide a series of services to recent immigrants; Sunday day-care, tutoring program, Focus on Life (for ages 4-6), home visits, Big Brother/Sister Clubs

Also located at Phillips Academy is the Community Service Network of New England, which offers information, assistance, and encouragement to school-based community service programs. For further information, contact Ms. Mary Minard or Richard Gross, S.J., the co-directors.

The Service and Leadership Program at St. Matthew's is *"indicative of the school's philosophy toward community service as we combine the teaching of our Christian duties with the understanding of how to act on and respond to those responsibilities. By* **integrating Service and Leadership with our Chapel program,** *we implemented an introduction/action/reflection approach.*

In Chapel, we introduce the issue to the entire school with appropriate readings, media, and prayers. Through Service and Leadership, the students go out into the community and take specific actions to help address the issue. Afterwards, in Chapel, we reflect on the necessity and value of our accomplishments."

ST. MATTHEW'S PARISH SCHOOL

Honorable Mention

1031 Bienveneda Avenue
P.O. Box 37
Pacific Palisades, CA 90272

David S. Armstrong
Minister to Youth

St. Matthew's (a K-8 school) **provides programs for all grades,** implemented by students or faculty. Grades 7 and 8 have one class period per week dedicated to Service and Leadership, often giving up their lunch period for travel time. (In addition, a strictly volunteer program is provided on Saturdays.) Eighth-graders visit the Olive Stone Center for the elderly, interacting with the seniors in self-directed programs. Class time is spent on topics related to the elderly (senility, living on a fixed income, etc.). The seventh-grade program, **"Literature Buddies,"** focuses on a reading program for a kindergarten class of non-English-speaking children. In the fall of 1988, the class ran a special election program centering on the responsibilities of living in a democracy. Each student worked in a campaign headquarters of his or her choosing, registered voters in local neighborhoods, sponsored a speech by the League of Women Voters, and visited a polling place.

Grade 6 works with the Save the Children program to sponsor children in developing countries, raising funds by running bake sales during lunch. The fourth and fifth grades are actively involved in the issue of world hunger, sponsoring the annual **Hunger In-Gathering,** in which all grades bring canned food to a special chapel for the homeless; the Alternative Christmas Market for the benefit of Project Heifer, in which people are encouraged to purchase shares of pigs, cows, goats, and bees during Advent; and the annual Palisades Hunger Walk.

Primary grades at St. Matthew's are involved in the Los Angeles Zoo **"Adopt an Animal Program."** Each class (with the help of the sixth grade) raises money to help feed, vaccinate, and care for an animal at the zoo. On their annual field trip, the students then visit the animal they have helped. Even the Kindergarten is part of the service program, making craft projects that serve as tray decorations for meals delivered by Meals on Wheels.

Agencies and Programs
Meals on Wheels
Palisades Hunger Walk
Save the Children program
Hunger In-Gathering
Olive Stone Center for the elderly
"Literature Buddies"
Los Angeles Zoo "Adopt an Animal Program"
Alternative Christmas Market (benefits to Project Heifer)

TILTON SCHOOL

Honorable Mention

Tilton, NH 03276

Ms. Nancy W. Conklin
Community Service
Coordinator

For 15 years, Tilton's Community Service program has been a vital part of the total school experience. The goal of the program is *"to have all students make a commitment to give of themselves to others as a service without expectation of reward.* **An awareness which compels to action is the ultimate goal....** *Through exposure to a variety of opportunities in the community, a student may come to know him-/herself better and gain insight into the varying needs of the community and the world."*

Essentially 100% of the student population participates in the various programs. All students who are at Tilton for more than one year must **participate in two projects** during their tenure as a requirement for graduation. Some students make much more of this commitment by being involved in as many as ten projects. The program **encourages personal contact and risk-taking** with the recipients of the service (i.e., working with the elderly and the autistic). *"For a student to confront his/her own emotions in an uncomfortable or threatening situation is perhaps as important as the time and help each is giving"* to the agency being served.

Agencies and Programs

Habitat for Humanity—helping to build houses
Bread and Roses Soup Kitchen—buying, preparing, and serving one meal a month
Fundraising for Oxfam and UNICEF
Collection of toys and gifts for area families
New Hampshire Veterans' Home—reading and talking with patients
Spudding Youth Center—helping with a vocational program for autistic youth
Whole Child Center—serving as teacher assistants
Ice-skating instruction—teaching local children once a week during the winter
Emergency disaster drill—serving as volunteer victims in drills

1989-90 Award Winners

THE NATIONAL CATHEDRAL SCHOOL

Honorable Mention

Mt. St. Alban, NW
Washington DC 20016

Janet Griffith
Dean of Students,
Service Board Sponsor

Kimberly Chester
Community Service
Coordinator

"The mission of The National Cathedral School involves commitment to others." Although a strong and viable voluntary community service program existed at NCS for a number of years, since the fall of 1989 ninth-graders have been *required* to engage in community service for graduation.

The requirement consists of three parts. All ninth-graders participate in an eight-week **"Social Justice" course**, which presents the students with an overview of volunteering. Following the course, each student selects a service project from the *NCS Resource Handbook*, focusing primarily on the elderly, handicapped children, the homeless, the hospitalized, and disadvantaged children. **A minimum of 25 hours** must be fulfilled by the first day of the student's senior year. Upon completion of the project, the students meet with the Community Service Committee for reflection and discussion.

In addition to individual placements, each class is encouraged to select a **class project**. These projects are supervised by a **parent activities committee** and the community service coordinator.

The community service program is administered by a faculty coordinator and the NCS Service Board, the volunteer arm of the school government. The Service Board is comprised of ten elected students from grades 7-12, including four seniors. A **Community Service Parent liaison** is also appointed from each class (grades 4-12) to enhance and encourage service.

"Community Service is truly a two-way street: not only do you contribute time and energies to help others, you receive great benefits yourself. Unless students try giving *through community service, they may never* receive *through community service."* (Alexandra Erin Harney, student)

Agencies and Programs
Special Olympics
Smithsonian Institution
Clothing/food drives
Shelters for the homeless
Martha's Table, SOME (So Others May Eat)
Neighborhood centers
Red Cross blood drive
Preschools and daycare
Dance-a-Thon for muscular dystrophy
Senior centers
Nursing homes
Schools for learning-disabled, autistic, and retarded children
Youth in Philanthropy
Hospitals
Teen-advocacy programs

WESTLAKE SCHOOL

Honorable Mention

700 North Faring Road
Los Angeles, CA 90077

Sallie G. Reynolds
Director of Community Service

The community service program at Westlake is designed to help students *"reach beyond the walls of our sheltered environment, breaking the barriers that often unintentionally separate different peoples. Volunteer work increases our awareness of society's problems, instills social and moral responsibility, and motivates us to initiate actions, beyond the school's requirements, to solve those problems."* (Michelle Hung and Carol Anderson, students)

Although the program *requires* only 12 hours annually in the seventh to tenth grades, and 15 hours annually in the junior and senior years, Westlake students **average 25 hours of service per student each year.**

Beginning in the **seventh grade**, students focus on improving the environment, planting trees with the Tree People-California Conservation Project and caring for animals at Pet Orphans. **Eighth-graders** begin working with young children at Mar Vista Head Start, taking part in holiday projects together. In **ninth grade**, students assume greater responsibility, working with senior citizens in an Adopt-a-Grandparent program. They also make weekly visits to nursing homes and senior citizen centers and help deliver food through Meals-On-Wheels. **Tenth-graders** work with handicapped and underprivileged children, visiting the James McBride Special Education Center and the Neighborhood Youth Association.

Eleventh- and twelfth-graders independently choose their own service projects, working for any non-profit organization (e.g., American Red Cross, Greenpeace). Some students have initiated their own community service groups. One prominent organization, the Hunger Committee, which is organized and run by students, has instituted a year-long canned food and amenities drive, involving the whole school community. **Weekly reports to the student body** confirm their efforts.

In addition to these projects and placements, Westlake operates a sizeable **Service Grant Fund**, money raised and distributed by students to finance charitable organizations, including the American Red Cross Earthquake Relief fund, for the recent San Francisco disaster, and the Special Olympics.

The community service program is administered by a coordinator, with responsibility for its organization, monitoring, and evaluation. She is assisted at each grade level by two **faculty Community Service Advisors. Parent volunteers** are encouraged to participate.

"I have come to perceive the intellectual validity of service to something or someone outside the self. Young women whose metaphorical eyes are opened to the needs and dilemmas of people...in a (different) culture or subculture acquire ideas different from received notions or cherished prejudices. Service helps people know more deeply because they see more widely." (Charlotte Rea, former Head of Upper School)

Agencies and Programs
Environmental and conservation groups
Head Start
continued on next page

Nursing homes and convalescent hospital
Foundation for the Junior Blind
Oral Education Center
Blind Children's Center
Special education centers
Neighborhood community center
UCLA Intervention Clinic
UCLS Fulfillment Project
The Hunger Committee
Pet Orphans
American Red Cross
Adopt-a-Grandparent

FAIRFIELD COLLEGE PREPARATORY SCHOOL

Certificate of Merit, with Distinction

North Benson Road
Fairfield, CT 06430

Joseph Gerics
Community Service
Program Coordinator

"Intellectual training is incomplete without compassion and a commitment to action." (Fairfield faculty member)

Although Fairfield Prep has sponsored community service activities with an adjunct theology curriculum since the 1970s, the entire program was redesigned in 1987-88, with the intention of fully integrating the academic work of a required "Social Justice" course with the actual community service work. Instead of the previous 40-hour service commitment and a separate theology course, the students, as seniors, now work throughout the year, and a year-long course is fully integrated with the community service work.

The community service program at Fairfield operates for all four years, with **progressively greater demands on students**, culminating in their senior year course and service placement. In **ninth grade**, the freshmen host a field day for inner-city students. Although not organized by them (seniors and service coordinators are responsible for this), all freshmen are required to participate fully in the event. In **10th grade**, the sophomores host a Special Olympics. Again, the **planning is done by the service coordinators and seniors**, but the commitment required of the students is more challenging than in the ninth grade. In **11th grade**, the juniors must each arrange their own service project, contributing 20 hours to their community, school, or religious congregation.

The **12th-grade program** is the most intensive and extensive. All seniors are required to work at least 1.5 hours weekly at the community service agency of their choice, concentrating their efforts on **those victimized by social injustice**—the elderly, the poor, the homeless, and the handicapped and mentally retarded. This corresponds to a required course in "Social Ethics," in which moral issues and values such as racism, sexism, and poverty and affluence are raised in an academic context. In conjunction with this course, seniors also meet approximately once a week in small groups to reflect on their work, discussing required journal entries (reflection papers).

Fairfield Prep insists that community service is an essential element of Jesuit secondary education and thus is serious about its commitment to service to others. *In the case of a scheduling conflict between a school sport or extracurricular activity and community service, community service takes precedence over practice or rehearsal.* Likewise, each student is given careful guidance and supervision in the selection of and follow-through of their commitment, with every effort made to accommodate the student's schedule. **Formal, quarterly evaluations** are required, and frequent feedback and discussion are encouraged between student and supervisor.

"We hope our students will gain a sense of personal responsibility extending beyond the sometimes narrow world of course requirements. In their field work, students will doubtlessly encounter people, places, and situations that challenge ways of thinking they had previously taken for granted. We expect supervisors to ease the 'culture shock' that some placements involve. The focus of the academic portion of the course will be on readings that similarly challenge preconceptions and raise questions. We hope that the encounter with these other ways of thinking and understanding reality will engage students in a process of self-discovery and growth, in reexamination of the meaning of their lives and of their personal responsibility. But most of all, we hope

that our students will have the opportunity to be of service to the less-advantaged." (Community Service Handbook)

Agencies and Programs
Special Olympics
Field Day with inner-city students
Nursing homes
Daycare centers
Hospitals
Fairfield Recreation Department
Urban Ministry Program
Schools/centers for the physically, emotionally, and mentally handicapped
Soup kitchens
Elementary schools
YMCA/YWCA

CROSSROADS SCHOOL FOR ARTS & SCIENCES

Certificate of Merit

1714 Twenty-First Street
Santa Monica, CA 90404

Carol Halperin
Director of Community Service

In 1971, the founders of Crossroads School established the Community Service program to help fulfill their goals of **serving the community and developing each student's potential.** The program has been an integral part of the school curriculum and a graduation requirement from the beginning. *"We believe that our intensive, value-based community service program has worked to teach a life-long pattern of giving and to develop in each student a sense of connection with the larger society."* (Carol Halperin, Director of Community Service)

Ninth- and tenth-graders are obliged to fulfill an on-campus service requirement. **Eleventh-grade students have a 20-hour requirement,** accompanied by an **academic course.** The course provides an understanding of the dynamics, needs, and problems of the community. Seniors participate in a community service course, whose **30-hour fieldwork requirement is combined with an ethics class.** Students often exceed the minimum time-requirement for each grade as they become involved in and committed to their projects.

The **skill development** necessary for each activity within individual service placements is taught in the course through guest presenters, discussions, seminars, site visits, and special events involving students, faculty, parents, program beneficiaries, and civic leaders. *"The emphasis* [in the program] *is to promote community spirit, cooperation and dignity while engaging people in a mutual self-help effort."*

The field experience and classroom work are administered and supervised by three community service faculty and a **licensed social worker.** They organize weekly seminars, seek out and organize the extensive field placements, plan site visits, and work daily with the students in their field experiences.

"At one time in my life, I thought that Los Angeles was the best city in the United States. At another, I only saw its problems. Now I see the two and try to connect them. To confront the world as it is, not just the protected environment of West Los Angeles, and give what I can, is my joy and my life's challenge." (student)

Agencies and Programs

Adopt-a-Family
Teen Line
Safe Rides
Head Start
Elementary schools
Youth centers, recreation centers, and camps
Alcoholics Anonymous
One Voice (local, low-income family support group)
Hospitals
AIDS coalition events
A.C.L.U.
Amnesty International
Books for Nigeria
Food assistance programs
Centers for the homeless
Senior Citizen Outreach
American Network
Musicians Outreach
Recycling projects
Heal the Bay
Political action groups
United Farm Workers Grape Boycott

"In our work of outreach to the poor, the infirm, the lonely, the elderly, the handicapped and the abused—a higher value of 'service learning' is reached. Through our reflection on the service experience we hope to gain a new wisdom that will enable us to complete the passage into genuine citizenship of the Commonwealth of God." (William R. Kennedy, Social Service Program Director, from letter to incoming students)

LOYOLA BLAKEFIELD HIGH SCHOOL

Certificate of Merit

P.O. Box 6819
Towson, MD 21204

William R. Kennedy
Director
Social Service Program

Loyola has organized its service program into **six major areas or missions**: to the *public* on issues like right to life, poverty, and the arms race, etc.; to *children*, involving those who are disadvantaged, neglected, or abused; to *those with special needs*; to the *aging*, including work with the terminally ill; to the *infirm*; and to the *poor*.

Students are **required to complete 40 hours of service** between January of their junior year and December of their senior year. Each young man must make initial contact, and approach and be interviewed by potential placement supervisors. He must then arrange his own transportation. Service must be completed outside of school hours, and as **this commitment has the priority of academic classes,** it will take precedence over sports, club activities, and employment responsibilities when conflicts arise.

In conjunction with the service placement, Loyola **requires a "Christian Ethics" course,** which constitutes the intellectual component of the field experience. A "reflection essay" is required upon completion of the service placement.

"Although there are many different services that can help others, the goal of the community service project is the same: to serve others while gaining insight that we can apply to other parts of our life." (Mike Geier, student)

Agencies and Programs

Advocacy, or Mission to the Public
Right to Life, Sane-Freeze, AFS
Save our Streams, Conservation organizations

Mission to Children
Local summer camps, Childcare centers
Children's Museum, City Outreach
Schools, Tutoring programs

Mission to Those with Special Needs
Multiple Sclerosis and Cerebral Palsy Summer Camps
Maryland School for the Blind, American Cancer Society

Mission to the Aging
Pets on Wheels
Meals on Wheels
Hospices, Nursing homes

Mission to the Infirm
Hospitals, Red Cross
Interfaith Residential Services

Mission to the Poor
Maryland Food Bank,
Soup kitchens, Centers for the homeless, Salvation Army,
Habitat for Humanity

CONVENT OF THE SACRED HEART

Honorable Mention

1 East 91st Street
New York, NY 10128-0654

Ellen Collesano, RSCJ
Coordinator
Community Service Program

The upper school community service program at Convent of the Sacred Heart is tied explicitly to the school's educational philosophy. *"It is not enough to simply understand the issues or to be able to recite facts, figures, and philosophy. It is necessary to act on that understanding, to act on that faith. Thus, the Community Service Program gives each student the opportunity to live their faith or, in other words, to do what they believe."* (Sr. Ellen Collesano, Community Service Coordinator)

The program is **activated primarily through the Religion Department and its course requirements.** In **eighth grade,** students are required to participate in some form of service, while concentrating on the responsibility to the **local and global community** that their faith requires of them. In **ninth grade,** community service takes the form of a strong commitment to **in-school** service, mainly by aiding in the lower school.

In **10th grade, service is mandatory.** The students are responsible for finding a site in the local community on their own, to be approved by the Coordinator. Two hours a week is the recommended commitment, and a **weekly journal** must be kept, mainly to be used for discussion and reflection in **weekly group meetings.** At the end of the year, students do group reports or projects on the service they have completed.

In **11th grade,** students are again, as in ninth grade, strongly urged to respond to needs within the school. As **12th-graders,** students are responsible for a senior project in which they are given the opportunity to **investigate a social issue in depth, through both academic research and field experience.** Faculty and the service coordinator assist in the choice of their on-site field research.

The entire upper school also participates in various **fund-raising events,** such as dances, bakesales, sponsorship of OxFam America, collecting food baskets at Thanksgiving, and a Christmas party. In addition, a **student publication** called *PULSE* has been specifically designed to inform the student body about community service projects.

"A community service program doesn't happen unless people want *it to happen. Thus the program depends on the inspiration of those students, faculty, and administrators who feel impelled to work with it.... Let the program build on the inspiration of a variety of people who will energize the program. And let their energy fuel the program's fire, trusting in the belief that in the end, we communicate more by what we* do *than what we* say." (Sr. Collesano)

Agencies and Programs

Tutoring programs
Food pantry/Soup kitchens
Shelters for the homeless
Meals on Wheels
Hospitals
Amnesty International
Volunteer Services for the Elderly
YMCA/YWCA
INFORM (environmental concerns)
DARE (Drug, Alcohol Rehabilitation Education) program

"Community service plays a vital role in the total educational experience at Landon," according to community service advisor Robert Condit. Although service is **voluntary** and no academic credit is given, virtually 100% of the student body participates in the school's single-day service events, and approximately 60% of the entire high school is involved in at least one "long-term" program. Almost all volunteer efforts occur on **weekends, in the evening, or during free periods.**

LANDON SCHOOL

Honorable Mention

6101 Wilson Lane
Bethesda, MD 20817

Robert B. Condit
Community Service Advisor

While the program is coordinated by a faculty advisor, it is **student-organized and directed by student leaders** who serve on a **Community Service Council.** *"One or two students assume leadership for a particular project or event, making all the arrangements with the co-sponsoring agency, publicizing the program at school, recruiting volunteers, and advertising events. Sometimes assuming leadership means developing a program from its beginning; sometimes it means improving on what has already been done."* Students not on the Council are encouraged to develop and offer leadership to new programs, either individually, in small groups, or by classes.

The Landon program is divided into **three "time commitment" areas**: *long-term programs* (soup kitchens, Touring Talent, peer counseling, teen shelters, "big brother" and "friendly visitor" matchings); *medium-length programs* of approximately one to two months (coaching, tutoring, Toys for Tots, clothing and canned-food drives); and *short-term projects* (blood drives, community outings, Special Olympics, Christmas in April, Jay's Run, fund-raisers, Red Cross projects, Community Service Day projects).

"I believe that Landon's community service program is ideal. Most projects are student-organized and student-run, providing great opportunities for developing leadership skills. The short-term projects enable students to ease into community service, while the long-term programs provide extremely meaningful and satisfying experiences. My friends and I are glad that the program is voluntary; we are involved because we want to be, not because we have to be." (Jonathan Ziglar, student)

Agencies and Programs
Iona House
PALS, LIFE (organized by local mental health association)
Friend-to-Friend (Jewish social service agency)
Soup kitchens
Touring Talent (student variety show performed 1-2 times per month at area retirement and nursing homes)
Alternative Highs (American Red Cross)
Peer Counseling
S.A.F.E. — Stopping AIDS For Everyone
Saturday swim program for mentally handicapped teens and young adults

continued on next page

Open Door—teen shelter
SADD
Casa del Maryland - day care and food distribution in
Hispanic community, sponsored by Spanish Club
Toys for Tots
Clothing and food drives
Student coaching and tutoring
Blood Drives
Jolly Carnival Outing (Washington Kiwanis)
Special Olympics
Christmas in April
Jay's Run—10K run to benefit "Lou Gehrig's" disease research
Voter Registration Drive
Ivymount School—athletic program and fundraiser

THE WOODHALL SCHOOL

Special Recognition

Harrison Lane
P.O. Box 550
Bethlehem, CT 06751

Juanita Krom
Community Service
Coordinator

The Woodhall School is a small boarding school specially designed for boys between the ages of 14 and 21 who have had academic difficulties. The school's philosophy is *"to strengthen not only their academics, but to aid in their psychological and spiritual growth as well."* Community service has been a natural vehicle for this goal. The **entire school community (students, faculty, and administration) participates together** in organized activities. *"We feel it is very important to provide our boys with as much support and encouragement as possible. Many of the boys have had such discouraging experiences in school that it has clouded their vision of themselves and life. Working outside the school allows them to tap into parts of themselves that are more positive."* (Sally and Jonathan Woodhall, Co-Heads)

Three years ago, at the request of a group of students who had a rock band and wanted to use their musical interests to help others, the community service program began. Today the school participates in the Red Cross blood drive, the local recreation program, the Bethlehem Harvest road race, Christmas activities, the Bethlehem Elementary School tutoring program, and Waterbury Council of Churches soup kitchen—to which the students have the deepest commitment.

"The Community Service Program at the Woodhall School has taught our boys to look beyond the hurdles they have been asked to conquer and to give of themselves. They may have difficulty with their math or their spelling, but they can make a child laugh, lend a helping hand to the needy, or give the fluid of life. In the words of a student, 'I got more than I gave...I learned an awful lot.' Words of wisdom which remind us that true education must extend beyond the classroom." (the Woodhalls)

Agencies and Programs
American Red Cross blood drive
Bethlehem Harvest road race
Bethlehem Elementary School tutoring program
Waterbury Council of Churches soup kitchen
Christmas events

GORDON SCHOOL

Certificate of Merit

Maxfield Avenue
East Providence, RI 02914

Joann K. Watson
Faculty Coordinator
Community Service Program

The **required** Gordon School community service program for the middle school began in the winter of 1988. It was built on the premise that *"responsible eighth-graders are ready to make a legitimate contribution to their community by working with existing social service agencies, and enabling them to do so allows them to become active participants in the local community as well as in the educational process."* (Joann Watson, Faculty Coordinator)

The students serve at five Providence agencies—two soup kitchens, a daycare facility in a low-income neighborhood, and two agencies providing basic English language skills to Hispanic and southeast Asian immigrants. The students **work at the site of their choice for approximately four hours a day for two weeks**, and, if they choose, **may return** to the work place for a half-day each week for the remainder of the school year.

The service program is closely **tied to the school's integrated humanities (English/history) course** of study for eighth-graders. It is seen as an *"important 'real-life' experience that helps students restate the facts and theories of classroom activities in the personal and human terms of everyday life."* The students **keep daily journals and interview five agency staff or clients** during their two-week work period. They also receive **weekly evaluations** from their site supervisors. After returning to the campus each day, the students discuss the day's happenings with the faculty coordinator. Upon completion of each child's commitment, the group **prepares a book about their experiences and impressions** and shares it with the school community.

"Community Service is now a permanent part of the eighth-grade program. Everone is very enthusiastic and interested in what we are doing. Families talk about community service at supper each night; French, science, and math teachers are interested in our work, which is technically part of our Humanities course; and drivers in carpools want to know how things are going." (Lara Ewens, student)

Agencies and Programs
Soup kitchens
Daycare facility
Agencies providing English language instruction

"A few years ago, I would have described our school as a school with a great community service program; now I would describe us as a school with an overall program that has community service at its core." (Carmie Rodriguez, Middle School Director)

POLYTECHNIC SCHOOL

Honorable Mention

1030 E. California Blvd.
Pasadena, CA 91106

Graciela Aranovich
Community Service
Coordinator

Although Community Service is **voluntary** in the Polytechnic Middle School, in recent years **100%** of eighth-graders, **80%** of seventh-graders, and **60%** of sixth-graders have participated in the program. A wide range of opportunities is offered to the students, from daily to once-a-year activities. These include tutoring in elementary schools, working at shelters for the homeless, sandwich-making at a soup kitchen, participating in Beach Clean-Up, and taking weekend trips to an orphanage in Tijuana.

The school also sponsors other programs to encourage community service. A **Community Awareness Day** is scheduled by the teachers to put students in touch with the needs of their community. All students and teachers make visits to local service agencies such as Head Start, a school for the blind, and the Los Angeles Rescue Mission.

An **elective community service class is offered to eighth-graders**, who meet twice a week for one trimester and simultaneously serve as aides to lower-school teachers. In addition, a **Community Service Committee** allows all interested students to meet with the service coordinator to review activities, bring new ideas, and create a feeling that the program belongs to the students.

The Community Service Program is administered by a combination of faculty and staff headed by a coordinator. *"It is a 'community effort' and part of the daily life of the school."* The program operates with **special funds from a grant** given to the school designated for the community service program, which are supplemented by fund-raisers.

Once a year the school holds its **Volunteer Recognition Dinner** for all participating students, faculty, and staff. Also, on Honors Day, a **Community Service Award** is presented to the student who best represents the ideals of the program, not only in hours of work, but in leadership as well.

"The improvement in the quality of life on the campus is directly related to the growth of our commitment to community service. As the students have become more in touch with the goodness inside of them through community service projects, they have begun to look at each other and their classes in a new way."

Agencies and Programs

Elementary schools
L.L. Frank Crippled Children's Society
Door of Hope (shelter for the homeless)
Pasadena Senior Center
Pasadena Union Station—food distribution
Amnesty International
Tijuana, Mexico orphanage
Head Start
Convalescent and rest homes
Hospitals
Recycling projects
Friends in Deed

ST. PATRICK'S EPISCOPAL DAY SCHOOL

Certificate of Merit

4700 Whitehaven Parkway
Washington, DC 20007

Michael Leuthe
Director of School Outreach

"St. Patrick's Episcopal Day School is a unique lower school [grades N-6] *in its commitment to outreach as an important element in its basic philosophy and program. This can be seen in the depth and scope of its outreach projects as well as its having a paid staff member as coordinator of these projects."* (Michael Leuthe, Director of School Outreach) The prime example of this on-going commitment is the school's involvement in the **Salvation Army's Grate Patrol.** Since 1985, St. Patrick's has been the **only elementary school** member of the Salvation Army's permanent pool of organizations that assume responsibility for distributing meals one night a month to the homeless in the Foggy Bottom section of Washington, DC.

The entire student population is involved in the process of preparing sandwiches for the meals by having a monthly **Share a Sandwich Day.** Faculty and parent volunteers help with soup or stew preparation, and individual classrooms make brownies and hardboiled eggs. As many different children and their families as possible are involved in the distribution of the food.

The Grate Patrol is much more than food collection and preparation, however. Students and their families interact with the people they serve on the streets, talking with them, listening to their stories, trying to cheer them up.

Other service activities **reinforce the school's commitment to the homeless.** In November, the children are shown a video about the Grate Patrol that focuses on the needs of the homeless in the Washington area. This is followed up by a food drive during the month, culminating in a class-by-class presentation of canned goods during the Thanksgiving Day chapel. This food provides the basics for soups or stews that are served along with the sandwiches throughout the year.

"The overall effect of the program on the school has been wonderful. I can testify to the love and sincere caring shown on the faces of the children as they participate in the various stages of preparation and implementation. This involvement has a special impact on the community. The food is tasty and welcomed, but the children—their guilelessness, genuine smiles and sweet voices—make the homeless men and women smile and laugh and give them the chance to share a moment of relating once again with another human being on a good and pure level." (Michael Leuthe)

"When I see homeless people, I think about how terrible it must be to be so alone. I do Grate Patrol because it's a way to show them that someone cares. If I could have any wish for them, it would be to have a home and friends again." (Finny Akers, student)

Agencies and Programs
Salvation Army Grate Patrol (meals for the homeless)
Thanksgiving food drive

"Experiences in community service in the Lower School will hopefully heighten students' awareness of social issues so as they move on to choosing more independent projects in later years, they will be even more focused and committed." (Susan Shaw-Sarles, Service Coordinator)

BROOKLYN FRIENDS SCHOOL

Honorable Mention

375 Pearl Street
Brooklyn, NY 11201

Susan Shaw-Sarles
Service Coordinator

In the past several years, Brooklyn Friends has worked to establish and expand a stronger service program in the Lower School (grades K-4), resulting in a "unifying effect" within the school. The students see themselves as a concerned group, individual efforts serving their class and school as a whole.

Operating at both the **individual- and multi-class level,** the service program offers the students opportunities to participate in both group and individual activities. In 1988-89, **grades 2-4** sponsored a Mov-A-Thon (running laps around the gym) and **K-1** participated in a Hop-N-Ing (hopping as many times as possible), with each group voting on the cause to which their money would be donated. **Fourth-graders** incorporated their project and its cause, AIDS research, into their academic studies by doing research, writing papers on the topic, and sharing the information with other classes.

In 1989-90, **each grade chose a long-term service project or area of concern** on which to concentrate. The **kindergarten** children participated in the paper-recycling process. They collected, sorted, and shredded paper and then made new paper products (greeting cards), which were sold at the school's annual bazaar. **First- and second-graders** prepared and distributed food at a local soup kitchen. The second-graders also wrote letters to neighborhood restaurants and bakeries urging them to donate excess food.

In the same year, **third- and fourth-graders** combined their service commitment with environmental science studies. **Third-graders** studied the ecology of the city, observing the sources of pollution and then writing letters. **Fourth-graders** learned about the potential effect of working and organizing around a common cause and the impact of political influence through organizations like Greenpeace and the New York Coalition for the Preservation of Rainforests.

"To me, service to others means caring about more than just yourself. It's more than giving money. It's doing things in a responsible way to help others. It's also knowing this world needs improvement and that you can do something about it." (Marvin Barksdale, student, grade 4)

Agencies and Programs
Mov-A-Thon (physical fitness fund-raiser)
Hop-N-Ing (physical fitness fund-raiser)
Paper recycling
World Harvest Day (day of fasting)
OXFAM America (funds self-help development and disaster relief)
Brooklyn Meeting for Worship soup kitchen
City Harvest (organization for the homeless)
Greenpeace, New York Coalition for the Preservation of Rainforests

GILL/ST. BERNARD'S SCHOOL

Special Recognition

St. Bernard's Road
Gladstone, NJ 07934

Pauline Lurie
Lower School Librarian

In the 1970s, the kindergarten class of Gill/St. Bernard's annually celebrated the famous legend of "Stone Soup," retold in books, song, dance, and film. Soon the tradition of preparing a good, nourishing soup was extended to the entire Lower School, providing lunch for all. This concept then broadened even further to include the outside community. Arrangements were made with the nearby Morristown Soup Kitchen to provide adequate food for lunch on a monthly basis. Now, early each fall, the lower school celebrates "Stone Soup Day."

The tradition begins with the children filling a pot of water, and then hearing the legend of a village feeding strangers. Then each child, starting with the youngest—who contributes the special soup stone—throws a handful of vegetables into the pot. A recipe has been created to allow each of the 175 students to bring ingredients prepared at home to toss easily into the pot. After the school shares a soup meal together, the remainder of the soup, accompanied by sandwiches, is donated to the soup kitchen. Each subsequent month, two classes are responsible for making, delivering, and serving a similar huge pot of beef barley soup and enough sandwiches for 125 people.

Stone Soup Day is now one of several times in which the school and the soup kitchen community interact. Each year, the director of the soup kitchen comes to the school to explain how and why their clients are fed every day. As the program has grown, more parents have volunteered to support it by helping with the traditional lunch and by driving the students. The cost of the program is provided by the children, who contribute money *earned at home* or at school-run activities (allowance, babysitting, tooth-fairy money, money earned from doing jobs at home or for neighbors, book sales, bake sales).

"We will all rejoice on the day when this program is celebrated only as a legend, not because of need." (Pauline Lurie, School Librarian)

1990–91 Award Winners

School-wide Programs

BRENTWOOD SCHOOL

Certificate of Merit

155 South Layton Drive
Los Angeles, CA 90049

Priscilla B. Temple
Community Service
Coordinator

The community service program at Brentwood hopes to *"foster a greater understanding of each student's community and each student's inner self as a contributing, caring human being. It hopes that each student experiences a heightened awareness and sensitivity to the needs of others within that community, that each student develops the conviction to serve and the responsibility to carry through, and that each student continues to serve by organizing time, resources, and talent to enhance the quality of community life and the lives of others."*

The program is **organized by grade levels** (Projects 7, 8, 9, 10, 11, 12), with specific requirements and service projects for each grade. Seventh-graders address the ecological problems the City of Los Angeles faces, now and in the future, by each student contributing seven hours in the fall working with Heal the Bay, and seven hours in the winter/spring quarter volunteering with Tree People.

Eighth-graders focus on young children less fortunate than themselves by each working seven hours at Head Start. At the end of the year, Brentwood's eighth grade hosts a picnic for all the children and their families.

Ninth-graders volunteer 14 hours at local agencies for children and adults with hearing, sight, and developmental problems. Project 9 offers a team approach to field work in the extended community. Each group is **accompanied by an adult volunteer**, part of the school's A.V.O.W. group ("adult volunteers on wheels"), who acts as a conduit between the community agency and the community service office. These volunteers are drawn from the parent and faculty community and are responsible for providing verbal reports to the Community Service Coordinator and assisting in resolving any problems that might arise.

Tenth-graders participate in an **"in-service" training program that takes place on the school campus**. Some service projects involve the immediate school community (admissions assistants, peer counseling, lower-school lunch monitors, etc); others are school-based with the extended community as their focus (community theater, Amnesty International, VA hospital ward support, homeless food/clothing support). **Each project team has a faculty or staff supervisor** who coordinates and supervises the volunteers. Students must complete a 14-hour requirement.

Eleventh- and twelfth-graders are encouraged to spend their **30-hour requirement** at their own independent field service projects. The community service coordinators provide advice and assistance in this kind of placement. In addition, there are class projects that students are welcome to join.

At each grade level evaluation and reflection are essential components of Brentwood's community service program. Students are encouraged to complete an evaluation/reflection form during their volunteer time, and upon completion of the requirement, they submit the forms to the Community Service Coordinator. The student may then be invited to join the **second level of the service program**—OUTREACH.

The OUTREACH level is composed of students who have successfully completed their requirements and wish to continue working on projects in the community above and beyond the required hours. They may also elect to serve on the **OUTREACH Board**. This board includes representatives from adult volunteers (A.V.O.W.) and faculty members and is advised by the community service coordinator. The board's chief function is to

evaluate the on-going projects in the program. It researches and develops new ideas and contacts, assists and encourages students in their placements, and raises funds for major projects.

The OUTREACH Program extends the reflection process by encouraging students to discuss and reflect upon their community service experiences, using creative and analytical thinking to seek solutions to problems. It also **promotes active student leadership.**

"This is the kind of place that Brentwood is. Our Community Service Program has penetrated the campus and the minds of the students. Ralph Waldo Emerson wrote in his poem 'Success', 'To know even one life has breathed easier because you have lived, this is to have succeeded.' Brentwood has allowed us to make differences in other's lives."

Agencies and programs
Special Olympics
Head Start
One Voice
F.A.I.T.H.
Support for the homeless
Safe Rides
Jewish Home for the Aging
UCLA Hospital Volunteers
H.E.L.P.—for retarded children
Save the Bay
Foundation for the Junior Blind
McBride Elementary School for the Handicapped
Tree People
Amnesty International
American Red Cross

NASHOBA BROOKS SCHOOL OF CONCORD

Honorable Mention

200 Strawberry Hill Road
Concord, MA 01742

Jan Maguire
Community Service Coordinator

The Community Service Program at Nashoba Brooks School (grades K–8) is voluntary, and, over the past five years, the faculty and student commitment to outside service has become an integral part of the school experience. The **governing body** of the community service program consists of **student representatives** to the student council and the community service coordinator.

Each student is involved in the organizing and planning of at least one service project during the course of the year. The projects are ever-changing and varied, ranging from raising money to support conservation of the Belize rain forests to sewing a quilt for an orphaned child. The students are strongly encouraged to raise their own money by doing extra chores at home and donating their allowances.

Over the past two years, the students have raised money for an Ethiopian child served by Save the Children, collected food for two local soup kitchens, collected winter clothing for the Salvation Army, raised over $1,000 for UNICEF at Halloween, organized two Oxfam Hunger Banquets, put together Christmas presents for inmates at the local correctional facility, and recorded story tapes for hospitalized blind children.

Some of the service projects are done on an **all-school scale**, while others, such as visiting a local nursing home or setting tables at a soup kitchen, are done by **individual classes**. Faculty volunteers are plentiful, and parents are eager to participate.

SPARKS, a three-day enrichment program, is another component of the community service program. Just before March vacation, the **entire school focuses on a particular topic**, spending the school days studying the topic in different ways. One recent SPARKS topic was "Physical Challenges and Our Attitudes Toward Them." Students learned about the multitude of ways that physically handicapped people face the challenge of coping in the world. Sixth- through eighth-graders built texture boards for blind children, kindergartners raised money for playground equipment at a blind children's school, and the fifth grade held a bake sale to support a local hearing dog center.

"The students and teachers of Nashoba Brooks have always been eager to help out and try to make the world a better place, and I think we are succeeding. We believe that everyone should have the chance to have an education, a place to go home to, and an opportunity for happiness, and we are working to make this possible."
(Lisa Larson, 8th grade student)

Agencies and programs
Save the Children, UNICEF
Salvation Army
Boston Walk for Hunger
Local soup kitchens
Quilt making for an adoptive child
Oxfam Hunger banquets
Concord Correctional Facility
Nursing homes and hospitals
School for blind children

EASTERN MENNONITE HIGH SCHOOL

Special Recognition

801 Parkwood Drive
Harrisonburg, VA 22801

Jean S. Fisher
Director of
Community Relations

Community Service Day

In 1980, Community Service Day at Eastern Mennonite, a 7–12 school, began with students doing small jobs for individual people. Now, one day each year, in early May, **more than 275 students and 30 teachers work with local non-profit agencies in their community** providing volunteer time and energy. This has become an annual affair and a requirement for the entire school community. Everyone works from 8:30 a.m. until 2:30 p.m. when they return to the school for ice cream and sharing. In the evening, the school hosts a pot luck dinner and talent show for students, faculty, and parents, providing all with a continued time for interaction and reflection.

"Community Service Day is an act of appreciation. As a private church school, EMHS depends on donations and services from the community for its program. Community Service Day is a way of giving something in return and reminding us as a school body of the interdependence between school, church, and community."
(Gloria Diener, faculty member)

"Part of our philosophy is that education is also giving out some of what you're learning. This puts students in a situation where they can give something back to the community, where they can give of themselves."
(Sherman Eberly, past Director of Community Relations)

Sandwich Day

THE POTOMAC SCHOOL

Special Recognition

1301 Potomac School Road
P.O. Box 430
McLean, VA 22101

Linda Anderson
Community Service
Coordinator

Community service at Potomac School is a completely **volunteer** effort. Aside from the numerous activities and projects each school division plans and participates in, Sandwich Day has become the **focal point for the service program**. On the first Wednesday of every month, students and faculty are asked to make an extra sandwich for the homeless who are fed from Martha's Table, a Washington, DC soup kitchen, shelter, and children's center. Parent and student volunteers are responsible for the collection and delivery of the sandwiches on the designated morning. The entire community supports the effort by publicizing the event with posters and notices. The upper-school students and faculty help with the collection process, and **informational bulletin boards about the plight of the homeless** appear in strategic places around the school. Between 1200 and 2000 sandwiches are delivered each month.

In addition, **families have become involved with their children** in preparation for the event. *"The night before Sandwich Day everyone in our family decides what kind of sandwiches we're going to make. We spread the supplies out on the kitchen table and work together. Some families make one sandwich and some make sixty!"* (Lizzy DeMuth, 5th grade)

On special days, Sandwich Day is expanded to include other items: clothing from an all-school clothing drive for the shelter; Halloween candy; and special gifts at Christmas, Valentine's Day, Mother's Day. The school also holds an extra sandwich-making day in December.

In April of 1990, Potomac School was the recipient of Martha's Table's "Youth in Service Award," honoring the school's work with the disadvantaged.

Sandwich Day is *"a small labor, this unheralded charity, but it refutes the charge that our kids are just junior consumers, denizens of the shopping mall, buyers of fast food.... It reminds us that they sometimes find their way to goodness without having to be led there."* (Raymond M. Lane, *The Fairfax [VA] Journal*, May 30, 1990)

Upper School Programs

STONE RIDGE COUNTRY DAY SCHOOL OF THE SACRED HEART

Certificate of Merit, With Distinction

9101 Rockville Pike
Bethesda, MD 20814

Myrtle Hendricks,
Director of Campus Ministry
Barbara Cartwright,
Service Placement Director
Patricia Prince,
Dean of Students

The Social Action Program at Stone Ridge is an ***"expression of the commitment to justice and Christian service made by the Society of the Sacred Heart"*** and has been in existence for 20 years. It is an integral part of the school's mission, involving not only students, but also faculty and administration, and is incorporated into the very basics of the daily educational program.

A **four-year requirement** exists at Stone Ridge, each student having to fulfill **120 off-campus volunteer hours for graduation**. Every **Wednesday afternoon**, from October through mid-May, 10th- through 12th-graders leave the campus for field site-service placements. Transportation is provided by faculty, students, and the city's subways and buses.

Faculty maintain monthly phone contact with supervisors and make site visits. The site supervisor, an agency employee or adult volunteer, completes an evaluation of each student twice a year, and the student must submit a **self-evaluation at the mid-year point**. Each student is permitted only **one excused absence per semester**. "Serious commitment to service, promptness in arriving at field sites, and good attendance are constantly being stressed."

Special recognition is given to the students during National Volunteer Week, daily assemblies, and at an Awards Assembly where volunteers who have done outstanding work are honored.

Before students begin their off-campus service work in the 10th grade, they receive a **one-year on-campus orientation**. This program is divided into **five rotating modules**, each lasting four weeks. The modules reflect the service program's five major areas of concern: child care/elementary education; care and concern for the mentally and physically disabled; care and concern for the elderly; hospital and health care; poverty and housing. Classes include discussions, field trips, movies, speakers, activities, role-playing, personal contacts, reflection, and evaluation.

What makes this orientation program unique is its teaching staff: each module is **team-taught by a faculty member and a member of the senior class**. Senior orientation leaders are chosen in late spring of their junior year, based on their experience in and contributions to a particular area of concern.

"Stone Ridge's program provides us with the knowledge and confidence that we can give of ourselves to others. Social Action is a requirement, but it is looked upon only as a reward. As students, we are fortunate to know the feeling of bringing a smile to an elderly person in a nursing home or helping an underprivileged first-grader master his or her primary reader. The feeling is an indescribable mixture of pride, joy and hope that nothing else can bring to us. Social Action teaches us our responsibility to the community which we carry with us long after we leave Stone Ridge." (Leslie Nauser, '91)

Agencies and programs see next page

Agencies and programs
Habitat For Humanity
Red Cross Home Shoppers
Howard University Therapeutic Child Life Center
Martha's Table (food preparation for the homeless)
Merry Music Makers (song and dance group performing for shut-ins)
Operation Smile (medical team in third world countries)
Red Cross Bat (teaching basic first aid to fourth-graders)
Science Group (visiting hands-on science program)
Stephen Knolls School (for the physically and mentally disabled)
S.O.M.E. (local soup kitchen)
St. Ann's Infant and Maternity Home
Treatment and Learning Center
N.I.H. Clinical (assistants in various hospital departments)
Ronald McDonald House
Nursing homes
Hospitals
Day Care centers
Recreation programs
Elementary schools

"The Love in Action program provides the direct experience for students to be aware of their community resources, to know what is happening in the community, to assume responsibility for it, and to serve its people." (Pamela Reidy, CS Coordinator)

NOTRE DAME ACADEMY

Certificate of Merit

425 Salisbury Street
Worcester, MA 01609

Pamela Reidy
Religious Studies
Department Head

Love in Action, the volunteer program at Notre Dame Academy, is a **component of the religious studies course of study** and has been in existence for over 20 years. Beginning in their junior and continuing through their senior years, students volunteer two hours of school-time each week to service activities. At the beginning of the school year, guest speakers from local volunteer agencies visit the school to provide the students with an idea of the many opportunities available for service in the surrounding community.

The religious studies department makes every effort to enable students to choose volunteer activities that suit them best. Notre Dame feels that the ability to make a personal choice about one's commitment should be given special attention. The staff provides assistance in choosing service agencies and projects. In addition, a **contract** is signed by each volunteer, and there is an official **installation** ceremony at a school liturgy.

During the year each student is required to write a **weekly journal entry** for personal reflection and self-assessment, and supervisors write volunteer evaluations twice annually. Also, faculty members make site visits, and sessions are provided for the students to share their experiences with each other.

The Love in Action program has won **numerous community awards** for its efforts. The school was honored by the United Way in 1990 for Outstanding Volunteer Service by Youth to the Community. One student was a recipient of the Outstanding Community Teen Volunteer award, while three other students received Honorable Mentions. In addition, Notre Dame was awarded monies from a local foundation for 1991 to fund a community service project being done in their Peace Through Justice course.

"Volunteerism has taken on a new meaning at Notre Dame Academy. Volunteerism is not merely 'lending services.' It is an opportunity for each student to grow emotionally and intellectually while helping others." (Teena Kohli, '91)

Agencies and programs
Libraries
Day Care centers and elementary schools
Animal Rescue League
Local churches
Hospitals and treatment centers
Community centers
Junior League of Worcester
Nursing homes
Massachusetts Association for the Blind
Worcester Art Museum
Westboro and Clinton District Courts

THE CHURCH FARM SCHOOL

Honorable Mention

P.O. Box S
Paoli, PA 19301

Cynthia C. Speace
Community Service
Coordinator

The Community Service Program at The Church Farm School was begun in 1986 as an extension of an already existing on-campus work program. *"It was initiated as a means to further support our school philosophy which emphasizes academic, social, physical and ethical development."*

At Church Farm, community service is a volunteer program, but **students must apply to participate.** Each semester, students are encouraged to submit an application to the program. This is followed by a personal interview and **three trial visits to desired sites.** Only then is a permanent placement made.

Students volunteer 1 to 1 and 1/2 hours a day, two to five days per week. Most placements require long-term commitments (a minimum of three months). Combined with the **"Spend a Day Program,"** where students are released occasionally from their academic commitments to spend an entire day at a volunteer site, this long-term commitment *"allows our students to really become an integral part of the site and its day-to-day operations. He becomes more than just someone who drops by occasionally to help!"*

The program is administered by the community service coordinator, who is a full-time teacher. Additional support is provided by caring members of the school community. Transportation is provided by school vehicles. The program coordinator, or her representative, makes on-site and written evaluations on a regular basis. Hours of service, site evaluations, and letters of commendation are **kept in each student's permanent file,** and the school honors student volunteers at two major school awards banquets and at agency on-site banquets.

"Community Service is a chance to get out of the immediate school community and go into the real world to help other people and make a difference. I praise Community Service. If every school had a similar program there would be a big difference in the world." (Haynes Young, student)

Agencies and programs
Libraries
Centers for the mentally and physically handicapped
Day Care centers (for adults and for children)
The People's Light and Theater Company
The American Cancer Society
Hospitals
SADD Wellness Walks
Chester County Historical Society
Recycling for the Homeless
Goddard Early Learning Center
Bryn Mawr Walk for Life

THE LAWRENCEVILLE SCHOOL

Honorable Mention

P.O. Box 6008
Lawrenceville, NJ 08648

Joanne T. Adams
Community Service
Program Director

Community service at Lawrenceville is viewed as an important means of helping students to recognize *"that they live as members of a larger society, which they should feel obliged to serve. It is hoped that this exposure to community service is for many students the start of a lifelong commitment to volunteerism."*

The Lawrenceville program is **built on its resident house system.** Each of the 10 Circle Houses chooses an area non-profit agency to work with and requires residents to spend one 10-week term during their sophomore or junior year doing weekly service, preferably with the same population.

"This one-to-one interaction of student and agency client enables students to see not only how very different the circumstances of these people's lives are, but also how much they can and do share with these individuals." Participating in the resident-house service project **completes 20 hours of the 40-hour community service requirement.** The remainder may be met during school vacations or during the school year.

Local agency staff members provide an orientation to service at the beginning of the school year. Each student then has a meeting with the Community Service Director before beginning a placement, to discuss what he or she might expect, as well as what is expected of the student. A follow-up meeting during the term focuses on the student's service experiences. The program **director visits each site several times** during the term to observe and to assist in student-client interactions. Evaluations are given to all students.

The Community Service Program receives strong support from the administration and faculty. There is a full-time director, and the faculty serve as drivers and coordinators for special projects. At the same time, **student participation beyond the requirement has been growing dramatically.** Twenty five percent of the senior class has continued to do service work, and a similar percentage has worked more than twice the required number of service hours.

Agencies and programs
American Red Cross
Recreation programs
Elementary schools
Habitat for Humanity
I Have a Dream Foundation—tutoring, recreation activities
Family service organizations
Nursing homes
Soup kitchens
Juvenile shelter and detention centers—recreation activities
Day Care centers
YMCA, YWCA
Special Olympics
Springfest '90—organize and run carnival for 250 area agency children
Tutoring programs
Local shelters

MARYMOUNT HIGH SCHOOL

Honorable Mention

10643 Sunset Blvd.
Los Angeles, CA 90077

Loretta Lynch
Christian Service Moderator

"The Christian Service Program at Marymount is founded on the concept that Christian Education is not complete without the element of service to others —putting one's love into action." The program has **four main components.**

The first component involves creating projects that help those in Marymount's **own community.** At Thanksgiving, food is collected for two neighboring community centers. At Christmas, the school adopts children from an inner-city parish and the schools celebrate the season together. Students participate in a Hunger Walk for a local food bank and sponsor a Red Cross blood drive.

The second component involves **on-going projects.** Students participate in two soup kitchens and support an orphanage in Mexico.

The third component involves **leadership development.** The Christian Service Program is directed by 24 students representing their classes, who plan and execute the volunteer activities. The senior student leader sits on the Student Council.

The fourth component is the Christian Service Requirement, presently entering its third year. **Each student must volunteer 30 hours of service to a single agency,** to be completed by the end of her junior year. At that time students must turn in **reflection papers,** and the on-site supervisors submit evaluation forms. In addition, time is provided during Religious Studies classes for reflection and sharing. In the spring a **"Kingdom Fair"** is held where the students **share their experiences in a public forum.** Each student's transcript is stamped "Christian Service Requirement Completed" or "Christian Service Requirement Not Completed." This is the school's **alternative to not allowing students to graduate** if their service requirement is not complete.

"As a result of Marymount's strong Christian Service Program, students seem to go out in the community with open eyes, looking for places they are needed. They have a great deal of compassion for others and are very open-minded in trying new things and accepting new people. It is a strong program with a long future ahead."

Agencies and programs
American Red Cross blood drive
Hunger Walk
Mexican orphanage
Soup kitchens
Nursing and convalescent homes
Hospitals
Thanksgiving food collection
Community centers
Youth centers
Programs for developmentally and physically disabled children and adults
Christmas celebration with inner-city parish
Department of Detention Ministry
Heal the Bay

PUNAHOU SCHOOL

Honorable Mention

1601 Punahou Street
Honolulu, HI 96822

Todd Casey
Community Service
Coordinator

In 1989, *"recognizing that an academic program confined to campus, classroom, and traditional extracurricular activities, no matter now strong, is incomplete at best,"* Punahou established their Community Service Program, seeking to offer a program of **experiential learning**. They wanted to *"create a program that exposed students to the larger issue of social responsibility, stressing especially the need to offer something of worth to the community and emphasizing the value of service to others."*

Participation in the community service program is **required of every senior**. One-fourth of the class is involved in a service placement for **one quarter of the year, working for four hours per week**. The program deliberately limits placements to human service agencies serving people in need.

Using information from student schedules and **preference forms** completed by the students late in their junior year, the program coordinators carefully place the volunteers in their service locations. During their community service quarter, students are allowed to **carry one less academic class**, thereby reducing the homework load and creating more blocks of time for placement purposes. In addition, students in service meet in **small (12-15) group seminars once a week, reflecting and sharing experiences.**

Because of the community service program, *"the artificial barrier between the classroom and the larger community has begun to break down. In the process, not only have the lives of our students and the needy of our community been enriched, but the life of the community as a whole has become more connected, finding a greater depth of compassion and understanding."* (Todd Casey, Program Coordinator)

"As a skeptic, I believe strife and disharmony are inevitable components of all societies. However, I also believe that man can successfully lessen the friction between factions by promoting a sense of responsibility to one's society." (Kaela Wasnich, student)

Agencies and programs
Head Start pre-schools
Homes for the elderly
Schools for the disabled
Job Corps Training Centers—tutoring
Homeless shelters
Arcadia Retirement Services—patient companions
Hawaiian Humane Society—animal-assisted therapy
Meals on Wheels—delivery
Sandwich Ministry—lunch assistants
Shriner's Hospital—recreational therapy assistants
Special Olympics—coaching/management
Time Out Nurseries

ST. ALBANS SCHOOL

Honorable Mention

Mt. St. Alban
Washington, DC 20016

Mrs. Bryan Leithauser
Social Service Director

"The Social Service Program is a vital part of the St. Albans experience. Its goals are to encourage in students concern and responsibility for the community in which they live, to help students mature personally through a better understanding of people with whom they share the world, and to foster a commitment to continued service."

The Social Service Program, which began in 1982, has expanded and matured especially in the areas of job placement and time requirements. The class of 1992 is the first to be affected by the increased **requirement of 60 hours of volunteer service.**

The required hours of service at St. Albans can take place during free periods of the school day, outside of school hours during the school year, during the summer months, or during vacation time. This requirement must be completed before the fall of the student's senior year.

In addition, all students must complete an **eight-week freshman orientation seminar,** which presents an overview of volunteering. Following this, students select job sites from a directory compiled by the school's Social Service Committee. It is hoped that the majority of the required hours will be spent at a single approved program. Each volunteer must submit a signed **"Contract of Service"** form to the director before the project begins, and complete a supervisor's evaluation form before registering for senior year. Finally, students must attend a one-hour reflection group that is scheduled during the year.

The Social Service Program is **administered by the Student-Faculty Social Service Committee** headed by the social service director and the chaplain. Faculty are appointed at the beginning of the school year, and student members are appointed as freshmen and may serve on the committee throughout their school career.

Agencies and programs
Appalachia Habitat for Humanity
Brethren Soup Kitchen
Children's Hospital
DC Special Olympics—coaching/administrative
Daycare centers
Care for the elderly
Family and Child Services—summer and winter camping programs for inner-city youth
Tutoring
Local hospitals
H.A.P. (Higher Achievement Program)—tutoring
Boys and Girls Club
Vietnam Veterans Memorial—help with tourists
Volunteers for the Visually Handicapped
S.O.M.E. (So Others May Eat)
PAL (People-Animals-Love)—sharing pets with the elderly
Soup kitchens
Department of Recreation—mainstreaming companions

SAINT ANDREW'S SCHOOL

Honorable Mention

3900 Jog Road
Boca Raton, FL 33434

Tami Jones-Pleasanton
Director of Community Service

The community service program at St. Andrew's helps students to fulfill the school's mission to *"promote an active involvement in a wide range of activities, an understanding of oneself and of one's role in the school community and in society... and [an ability to] respond sensitively to the needs of others."*

Since 1982, the community service program has grown from a few students helping in two agencies to **nearly 200 volunteers** working in 15 on-going programs. Upper-school students are required to fulfill 60 hours of service.

Students may choose established programs or opt for individual or summer programs in soup kitchens, church-run summer camps, and various out-of-county agencies. In addition, a community service bulletin board advertises emergency volunteer opportunities as well as special opportunities for any given month.

After students have chosen an activity from the Community Service Handbook, they sign a contract and receive any special instructions. They must arrange for their own transportation, and the director and on-site coordinator supervise their progress. **Student exit questionnaires and reflection projects** are required at the end of the service.

St. Andrew's *"program is evolving toward total student involvement, participation, and coordination, as well as a commitment from each department to incorporate community service into their yearly curriculum."* **Presently, the math, foreign language, computer sciences, and science departments all include outreach activities.** In addition, a **student coordinator** has taken over many of the responsibilities that the faculty director usually handled. As of fall 1991, the school has **student site coordinators.**

"We need to radically alter the way the adult world integrates its youth into society. To give our young men and women the message that they are wanted, needed, and that there is a place for them, we must treat them as adults.... Community service is a way to achieve this goal. It should be a part of every high school's curriculum. Let's funnel the tremendous amount of energy and enthusiasm present in our youngsters into programs that will benefit them and society. Teenagers are idealistic. They thirst for commitment and recognition. Give them a chance to help themselves and the society they will inherit." (Editorial, *Boca Raton*)

Agencies and programs
American Red Cross
Boca Raton Museum of Art—volunteer with children's programs
Blood Bank—organize three blood drives
Farm Workers Migrant Program—tutorial/play program
Horses and the Handicapped
Hospice—office work
Morikami Museum of Japanese Culture—festival helpers
St. Andrew's Estates Medical Center—Adopt a Grandparent Program
Singing Pines Museum
Vista
West Boca Medical Center
Food drives and recycling drives

BRECK SCHOOL

Special Recognition

123 Ottawa Avenue North
Minneapolis, MN 55422

Luree Pearson
Community Service Director

Service Quest

In addition to a comprehensive community service program that involves the lower, middle, and upper schools on a division level as well as in individual class projects, the upper school at Breck has a unique feature called "Service Quest." Classes for juniors and seniors are completed by the middle of May. At that time, the students have the opportunity to work as interns off-campus or take school study trips. However, **the end of either the junior or senior year must be spent on a service-oriented project, giving a minimum of six hours per day for 10 days.**

The students are responsible for choosing their own project, arranging for transportation, and signing a contract with Breck, their parents, and their chosen service organization. A daily journal is kept, and a reflection paper, which must be defended before a two-member faculty committee, is written. Students are visited by the community service director at least one time at their service site during the two-week period.

"A part of Breck's mission is to 'instill in each student a deep sense of social responsibility,' and it also values 'that each student should accept responsibility for the common good and develop a desire to contribute to those in need.' We, as students, are able to put the faces of real people on real issues, and as a result make a difference in their lives, as well as in our own." (Kersten Stannard, '91)

Independent and Public School Partnership

A unique **independent and public school partnership** has been established between Saint Gertrude High School and nearby Robert E. Lee Elementary School. Students from Saint Gertrude, through their school-wide service organization, Student Outreach to Society (S.O.S.), have become individual **tutors and mentors** to the elementary school children. A majority of Lee's families are below the poverty level and many of the children are identified as "at risk."

SAINT GERTRUDE HIGH SCHOOL

Special Recognition

3215 Stuart Avenue
Richmond, VA 23221

Cathy George
S.O.S. Moderator

In the spring of 1989, this tutorial program began with 10 Saint Gertrude students who volunteered to work once or twice a week with the Lee children. In the fall of 1989, 80 students volunteered, and in the fall of 1990, 100 girls, out of a school population of 177, participated in the program. The elementary school reports that **every child in need of remedial services has been provided one-to-one tutoring at least once a week**, and the test scores of the children have increased dramatically.

The S.O.S. tutorial program is actively supported by both schools' principals and is implemented in each school by **teacher coordinators**. Tutor recruitment takes place in the Saint Gertrude theology classes where there is a service requirement of 20 hours for freshman and sophomores. Half of the tutors, however, are juniors and seniors who have no service requirement at all.

Tutoring takes place during study halls and frequently after school. The teacher coordinator at Lee places the tutors with students, doing her best to juggle times, days, and needs of teachers, students, and tutors. The Lee teachers provide instruction and materials for teaching and guidance.

Sister Charlotte Lange, Saint Gertrude's principal, recently received the "Good Apple Award," given by the Richmond City School Board for the tutoring program's outstanding contribution to Richmond's public schools.

"I taught [my student] something that he would need for the rest of his life. I feel very special. I actually made a difference. To know that through a little bit of hard work you can make a difference is the best feeling in the world." (Tashi Ford, student)

Middle and Lower School Programs

"The broad goals of the Ravenscroft Middle School program are: 1) to help meet identifiable community needs; 2) to promote a spirit of altruism and community awareness among our student population (direct contact of student and service recipient is encouraged whenever feasible); 3) to provide opportunities for all Middle Schoolers to participate, despite some of the problems of involving students of this age in community activities (limited availability of programs, transportation, maturity levels)."

RAVENSCROFT SCHOOL

Honorable Mention

7409 Falls of the Neuse Road
Raleigh, NC 27615

Melony Lightfoot
Community Service
Coordinator

Community service activities at Ravenscroft are **organized at grade levels**. Each student is required to select one service activity that takes place at least once a month during the regular school day. A **community service bulletin board** keeps everyone informed of ongoing projects through photo displays.

Grade six has five community service activities:

- Recycling office waste paper, the proceeds of which are put back into community service projects
- Retirement Home Pal program, including visits to the elderly and planning special programs
- Special collections for a clothes and toy closet
- Reading to lower-school children
- Campus beautification projects

Grade seven has six community service activities:

- Recycling projects
- Retirement Home Pal program in which retirees visit school campus for lunch and activities
- Buddy Program with pre-school multiple-handicapped children, who eat lunch on campus and participate in special activities. Ravenscroft students visit the children's center on special occasions.
- Reading to lower school children
- Buddy Program with students from the state school for visually impaired children. Children come to the campus for lunch and special activities.
- Food Closet—students prepare and deliver food for an area soup kitchen

Grade eight has four community service activities:

- Recycling projects
- Food Closet—students visit the soup kitchen to serve meals
- Retirement Home Pal Program
- Buddy Program with students from a home for non-ambulatory multiple-handicapped children. These children also visit the campus for lunch and special activities.

All of these programs have been arranged to maximize opportunities for direct involvement by middle-school students while minimizing transportation obstacles. Any meals that are served to visiting people are **funded by proceeds from student recycling efforts**, supplemented by monies raised by students at the annual Ravenscroft Spring Carnival.

Students also participate in additional projects:

Pumpkins for Lower School (eighth-graders decorate pumpkins to be delivered to each lower-school classroom);
Salvation Army Christmas Party;
Evening recital at area retirement home by Applied Music Program students;
Special Olympics to be held on Ravenscroft campus.

"If community service is worth doing, then we must find the time to do it within our normal day...."

"The feeling experienced when sharing with others is one that cannot be described with words." (Jennifer Madison, Grade 8)

Programs and agencies
See above

The Alternative Gift Fair

CAMPBELL HALL

Special Recognition

4533 Laurel Canyon Blvd.
North Hollywood, CA 91607

Kathy Allison, Carol Goodman
Co-Chairs, Community Service

During the Thanksgiving season of 1990, Campbell Hall elementary school held its first annual Alternative Gift Fair.

Based on the Alternative Christmas Market, begun in Pasadena, California in 1980, the program *"offers shoppers the opportunity to preserve our endangered planet as well as help hungry, sick and homeless people the world round...help themselves. Instead of shopping for presents friends and family here may not need or even want, we can give gifts of hope and new life to a needy world."*

Campbell Hall extended this idea to offer elementary school children, and, in turn, the Campbell Hall family, an opportunity to experience *"the true meaning of sharing and gift giving and to participate in a concrete, specific response to the needs of the global family."*

The Fair was structured in two parts. First, every elementary school child was involved in an in-class, **curricular-based activity that had an educational and a monetary component**. Each child brought one or two dollars (depending on the grade) to school during the first week of November. The money was to be earned by doing some service at home beyond normal chores and responsibilities. A letter was sent home, early in the year, outlining the project and enlisting parental support.

Once the money was collected, it became the **class "budget"** for the Alternative Gift Fair Shopping List. Choices included school supplies for a sister school in Haiti, summer scholarships for abused children, conservation of rain forests in South America, and ducks for families in Africa. **Within the context of the science and social studies curricula**, each class explored and discussed the various choices and voted how they would like to spend their money. *"The important idea was that the children broaden their knowledge of our 'global village' and feel empowered to do something themselves about the world in which they are growing up. While earning the money was voluntary, participation and discussion of what is being done to meet the needs of people world-wide involved all our elementary- school children, as appropriate at each grade level, K-6."*

A total of $543 was raised from 350 students.

The Alternative Gift Fair was also **shared during chapel**. Individual classes presented reports on how their money was earned and what they learned about their particular project. For example, the kindergarten showed their 240 handmade clay duck eggs as an example of how many eggs "their" duck would lay in one year in Mozambique, and first-graders paced off the 30 square feet that would be the approximate amount of rain forest in Belize each student "bought" to preserve.

The second component of the Alternative Gift Fair is an activity organized and operated by administrators, faculty, and parents. Four days before Thanksgiving, a table is set up on the sidewalk to provide Campbell Hall families, faculty, and staff the opportunity to participate in the Gift Fair. The same **"shopping list"** is available, along with a **"catalog" explaining each project**, information cards, and inserts for holiday cards. This broader aspect of the Fair was deliberately given little publicity and was simply offered as an extension of the main student-centered activity. An additional $7,000 was raised to support local and world-wide projects.

In the words of the school's head, The Rev. Thomas G. Clarke, *"as far as I'm concerned, the Gift Fair was the highlight of the holiday season."*

Alternative Gift Fair Shopping List
The Programme for Belize—one acre of rain forest
Floresta—eucalyptus seedlings for reforestation
World Relief—crop kits for Ethiopian farmers
Mennonite Central Committee—olive and fruit trees for Lebanon
UMCOR (United Methodist Committee on Relief)—ducks and rabbits for animal husbandry projects in Mozambique
UMCOR—water buffalo for farms in Thailand
UMCOR—Shusha Sheep Project
Third World Hand Arts—sewing machines for women's groups in the mountains of Paraguay
Habitat for Humanity—help build houses
Presbyterian Border Ministries—kindergarten feeding program in Mexico
Holy Innocents School in Haiti—purchase school supplies
Alternative Gift Markets, Inc.—powdered milk for Uganda
Hillsides Episcopal Home for Children—summer campership for an abused child
Christian Eye Ministry—glaucoma surgery for patients in Ghana
Save the Children—blankets for evacuees from Iraq and Kuwait
MAP (Medical Assistance Program) International—nutrition training for families in Ecuador
MAP International—oral rehydration/nutrition training for Andean family in Ecuador
MAP International—medicines and sutures for medical dispensaries in Romania and Poland
American Friends Service Committee—artificial limbs for patients in Cambodia

Student and Faculty Essays

Community Service: Who Benefits?

Anna Small '89
Friends Select School
Philadelphia, Pennsylvania

Today my family had carry-out Chinese food for dinner. My father and I went to the restaurant to pick up the food. There was a young black man outside who asked me for some change. I often give to people who ask me for money, but this man was different from most. He had a look of total misery and humiliation in his eyes. I felt awful. This man looked as if society had failed him, but he was still embarrassed about asking for help. When I got back into the car, my father asked me if I had given the young man any money. He told me that while I was picking up the food, which took at least ten minutes, no one had given the man any money, and one woman had yelled at him after he asked her. I looked down at the expensive carry-out dinner on my lap and felt nothing but guilt, even though I had given a complete stranger seventy-five cents.

My sensitivity toward those less fortunate than myself has been developed, for the most part, at the school I attend, Friends Select School in downtown Philadelphia, where there is extraordinary emphasis upon the importance of community service. There are service projects that the entire school takes part in, such as clothing and food drives and the annual blood drive. In addition, every class is required to participate in 24 hours of community service in the tenth grade. And for the last three years, each class has done a two- to three- year community service project as a class. I have found that community service affects three groups of the people involved: the individuals doing the service, the school as a whole, and the community.

I feel that my true community service began in the fall of my junior year. There was a group of homeless men from a nearby shelter who were staying in our school's basement while their shelter was being renovated. I joined a group of high school seniors who made breakfast for the men early Wednesday mornings. The experience totally changed my view of homeless people; by interacting with them I learned that they were not all crazy ex-mental patients, but they were normal people who shared some of my values and concerns. I have continued my work with the homeless by working on a local outreach program (Philadelphia Committee for the Homeless) and by working at a shelter for the homeless and battered women (Mercy Hospice).

I spoke to a junior, Laura, whose class participated in a full-class service project. They worked with Community Home Repair and Richard Aller Headstart Program, a day-care center in a subsidized housing community. Laura said she thought that by doing community service everyone learned something about themselves and other people. Many people discovered unexpected talents, like being good with young children or having carpentry skills.

The service also affected the school. Because of the publicity in and around the school for the many projects, people are encouraged to participate. The number of people who donate things to the drives we hold always surprises me. I have gotten a number of people involved in the service I do at the Philadelphia Committee for the Homeless and Mercy Hospice. Laura felt that the service her class did had a unifying effect on the grade. Often people continue their volunteer work even after they have fulfilled their school requirement.

I feel the most important factor in community service is the effect on the community. I also feel it is the hardest to determine because the long-term effects are often very hard to see. It is easy to see how the homeless men

and women react when I talk to them, show some interest in their well-being, or help them pick out a new outfit. Some of their dignity is restored. They feel that I respect them and often like them. They also are often in need of the human contact I help them receive. As a member of the community, the service and its results make me feel good. However, when you help a person find a place to stay for the night you cannot tell if this is their first step to rebuilding their life or if they will be back on the streets the next day.

Laura said it was fairly easy to see the effect of Community Home Repair because the class met the owners of the houses they worked on, and at the end of a work-day they could see the results of their physical labor. On the other hand, although they knew if the kids had had fun at Richard Allen Head Start, and they could tell when the children had benefited from the individualized attention they got, it was next to impossible to tell if the help of the class made the four- and five-year-olds better people in the long-run.

Both Laura and I agree that doing service makes us feel better about ourselves and the problems in the world. We are doing what we can to help. You cannot always see the results of your service, but if you and the people you help feel at least temporarily better about themselves, that is what matters. Of course it is important not to stop at temporary betterment. I do not know what I want to do when I am older, but I know that since I am sensitive to other people's problems, I need to make some kind of contribution to my fellow man.

A Contradictory World

Grace Wu
Middle School Student
Severn School
Severna Park, Maryland
1989

This is a contradictory world. Some people are very prosperous, but even more are very ill-fated. Fortunately, people have compassion, and it is this compassion that helps build society. We are very lucky to belong to the blessed group. Therefore, every last Friday of the month, the seventh- and eighth-graders of Severn School participate in Community Service Programs.

But what is community service? It is a program in which people serve the less fortunate in their community in different ways. By doing this, not only the recipients benefit, but also the participants. In getting involved in the program, the students learn to be more considerate, charitable, and willing to give of themselves cheerfully.

The seventh- and eighth-graders from Severn make gifts for children, chat with lonesome old people, feed lunch to the disabled and bake cookies for them, bringing laughter and warmth wherever they go. One can imagine the delight of children from a poverty-stricken area when they open their "friendship boxes" from the Red Cross group, and the anticipation of lonely elderly people from the Bay Manor Nursing Home, the Meridian Nursing Home, Pinewood, Wood's Adult Day Care, and the Arundel Senior Center waiting for cheerful young people to talk to. At North Arundel Hospital, the students talk to patients, cheering up the elderly, laughing with the younger, bringing back confidence and strength to the depressed. At "Sarah's House," the students wash dishes, clean up the kitchen after meals, and carry boxes for the homeless. At Baldwin Industries, these young people devote their time and strength sharing chores with the handicapped workers. At the Providence Center for Retarded People, the youngsters take time to make special notebooks which help the "clients" communicate with their aides, enlightening these "children of a lesser god."

Happiness is to give, not to receive. Happiness is to see other people content. From this Community Service Program, we realize how lucky we are, for which we are grateful. It is also through this program that we can have a chance to serve our community, although it is not much. But how about the rest of the poor people living in the world? Shouldn't they get more attention? Shouldn't all people in all communities help one another?

The Requirement of the Moment

Jen Hohman '88
Oakwood School
Poughkeepsie, New York

As part of my volunteer work at a local battered-women's shelter, I would attempt to bring some sense of order and calm to frequently chaotic situations. This need was probably most apparent to me because I took care of the children of these women, children who needed a combination of genuine interest and affection with clearly defined guidelines regarding what behavior was OK and what was not.

First among those things that were not allowed was verbal or physical violence among the children. This was essential because the shelter was intended to exist as an alternative to the extreme brutality experienced by women—and frequently their children—in abusive situations. Anger and aggression were not to be suppressed or denied but expressed in ways that could not hurt others.

Also forbidden to the children was unsupervised access to the clothing storage room. Located at the top of a flight of steps that led also to the bedrooms where the women and children lived, the room contained assorted donations made by anonymous men and women over the years. The clothing was uninspiring, but the women in the shelter sometimes found things that they liked. Here we stored articles for infants, young children, and adults; there were stockings, knit leggings (size 4X), dresses with suggestive décolleté, old ragged fur coats, sneakers.

When a large bag of socks was donated by a local department store, I spent the better part of one morning sifting through them, attempting to sort the contents by size; a peculiar article occasionally turned up that defied interpretation. I was absorbed in the mechanical motions of my task: I sat on the floor as the piles around me grew higher. I was rather startled to hear two voices rising up the steps and turned to see a woman named Judy, who worked at the shelter full-time, and another woman I had not seen before. We smiled at each other, and I noticed that they were both looking at me expectantly. Judy said, "Mona needs something to wear for a court appearance later this morning, and we need to find something here...something nice, something comfortable, but presentable. You know—neat."

Mona was of average height, a bit overweight, and had pretty hair with several short bangs cut across her forehead. She had a brilliant smile. Together we started to sift through the racks in different corners of the room, intent yet doubtful. There seemed to be an endless supply of wilted knit sweaters and gaudy men's shirts. The stuff was not appealing. I kept thinking of French peasants who could conjure complete and satisfying meals from the most reviled parts of animals. Clearly similar ingenuity was required of us to achieve our goal. I wanted Mona to feel strong and confident facing her husband in court, and part of this would mean feeling secure in her appearance.

Our search was yielding little. As I was looking, Mona was trying on a hot-pink cardigan. We agreed that it somehow did not manage to project the right image. A few more attempts were made, including a lurid silver-toned top and another sweater. It seemed that nothing was working. I felt frustrated by this, but also determined.

Mona and Judy left the room to look out in the hallway, which was used mainly to store children's dungarees and used shoes. I spotted a cardboard box sitting on a metal folding chair. I perused the contents, not expecting to find anything much. I touched a soft white piece of fabric and drew it out of the box. When it unraveled, I discovered that it was a reasonable-looking white blouse, actually clean, missing no buttons. It was inexplicably impressive in its normality.

Excited by my find, I called out to them in the hallway. "What size are you?" I asked Mona. "Sixteen," she said. This was too much. The blouse was labeled size sixteen. I handed her the shirt as if to say, "Here, see for yourself." She tried it on and displayed it to us, turning around in a little dance and moving toward the mirror. She smiled as her reflection came into view. She put her navy blazer on over the blouse and smoothed her hair over the collar.

Mona seemed almost to feel stronger, as if protected by her new outfit. It was time for her to leave for court. We all embraced and said good-bye. I returned to my sorting on the floor, letting the reverberations of the preceding success settle down slowly around me.

I never saw Mona again during my volunteer work at the shelter. Together we had met the requirement of the moment, and for this reason I still feel connected to her.

Kevin's Question

Kira Van Nostrand '91
Greenwich Academy
Greenwich, Connecticut

Lately I've been lying on the fuzzy, blue carpet in my room asking myself why I care about homeless people. I must admit, however, that I did not come up with this question. Kevin did.

The guy sprung it on me last Saturday night in Grand Central. Dori and I had run into him and his friend Robert outside the men's bathroom by Dunkin Donuts. The two of them were just hanging out on the floor as we walked up. I asked Kevin how he was doing and if he'd care for a sandwich. A smile crossed his lips, then a snicker, then a full-blown laugh. Suddenly he stopped, and looked at me with an amazed expression on his face. Then came that question. That awful question that I still don't really know the answer to. "Why are you giving out sandwiches, talking and being nice to us homeless guys?" I was stunned. No one had ever asked me that before. I knew why I first started doing it, but why did I come back, and what, if anything, did I hope to get out of it?

When one unfolds the front page of the New York Times and reads a headline: "More Than Three Million Estimated Homeless in the U.S.," one can have trouble comprehending those kinds of numbers; I know I do. I used to be one of those people who entered Grand Central Station with blinders on. Men and women would ask me for money, and boy, that big Kodak picture on the far right side would suddenly become really interesting. (The Kodak picture has now been removed; therefore I guess I would be in trouble if I hadn't had a change of attitude.) It frustrated and angered me that I was like that, and I would ask myself constantly why I couldn't handle the sight of destitution.

I went looking for an answer at YSOP. YSOP stands for Youth Service Opportunities Project. Based out of a Quaker Meeting House in Greenwich Village, the organization runs workcamps that address the homeless issue. We, the workcampers, are encouraged not to treat the homeless as charity cases but as human beings. (You'd be surprised how many people can't do this.) With the leadership of YSOP and the support of the fellow workcampers, I have been able to see and try to understand the homeless problem on a personal level. The interaction I have had with certain individuals, whether it's playing checkers, trading our theories on human existence, or debating the best Steppenwolf song, has helped me overcome the scared and impersonal attitude that I once held. I'll use the analogy of putting a round Band-aid, meant for a shaving cut, on an amputated limb to describe the size of the dent we make in the problem, but the education that 20 different kids receive every weekend may just change future policies.

So on Saturday night, fate brought me to Kevin. He and Robert accepted the lunches gratefully before Kevin sprung his question on me. Amazing. With nine words, Kevin forced me to think harder than I had ever had to think. I was on the spot with no answer. The two of them began to make fun of me as my face contorted while my brain was searching for the right words. I wanted to blurt out "Because I want to, and I care," "Because no one should go hungry," but neither of these seemed right. But before I could conjure up an appropriate answer, Kevin began making snide comments and teasing me on the fact that I wasn't out partying with my pals. A friendly argument had started and I was never able to answer his original question, yet it still haunts me.

So why do I go into the city on YSOP weekends? What drives me to bring a bag of oranges to hand out when I take the train to New York? I used to be worried about appearing like "the busy little volunteer from Greenwich who gives to the poor." Kevin jokingly accused me of doing it to feel good about myself, and although I protested, he had a good point. I don't think my level of commitment to YSOP can be qualified as self-righteous, but I cannot deny that a little guilt can be a push.

Reading back over this essay, I realize that I have been stereotyping Kevin and others like him into a separate category from myself. This prejudice is what prevents many from taking the time to smile instead of turn away. I have had an opportunity to break through the barrier somewhat, but just by writing this essay I'm showing that I don't yet fully understand the guy lying on the corner of 42nd and Madison. I have not really answered Kevin's Question because to me, there is no answer. My nature dictates that I treat all people with respect and kindness. Why should I not care about homeless people? I guess I had just let that big, colorful Kodak picture overshadow what was really around me.

Education's Noblest Task

Wilma L. Messenger
Community Service Director
Marymount School
of New York
New York, New York
1989

The Community Service Activity at Marymount is school-wide, but it is most comprehensive in Class X. It is the most important commitment of the Marymount student's sophomore year. The service program provides each young woman the opportunity to assume adult responsibilities and meet the challenges these responsibilities present. As students meet interesting people and confront new situations, they develop skills and talents that contribute to their maturation process. When the student's service obligation is complete, it is our hope that each girl will have experienced the pride and respect of a job well done. It is also our hope that she will make a personal commitment to contribute her time and abilities to a lifetime of service to a needy world.

The Marymount Community Service Program requires each student in Class X to give a minimum of one hour of service per week during the school year. Students are permitted to choose their own service placement. Each girl is encouraged to give considerable time and thought to her choice of service, taking into consideration her own talents, interests, and skills. The Community Service Director provides each student with a list of possible activities and advice concerning the process of securing a placement. It is the student's responsibility to make all necessary arrangements for work. Students are encouraged to talk with other students, parents, and school advisors before making their decision. It is our hope that each girl find a placement that gives her personal satisfaction and results in individual growth.

In addition to arranging the service activity, students are required to fulfill other expectations. Students are expected to demonstrate consistent and punctual attendance at their service placement. When an absence from service is necessary, the student is responsible for alerting her on-site supervisor and the Marymount Community Service Director as soon as possible in advance of the absence. Every effort must be made to make up the time missed.

Each student must maintain a journal as a record of her weekly work. The journal contains a record of the hours and days of service. More importantly, the journal provides the student an opportunity to record feelings, ideas, problems, insights, and encounters. One class period per week is devoted to discussion of the students' experiences. Faithful journaling enables the student to contribute more effectively to class discussions.

At the conclusion of the year of service, each student is expected to produce a paper or project reflecting on her service and personal growth. This project may be done as a traditional paper or as an audio-visual, artistic, musical, dramatic, or photographic presentation. Projects are presented before the class in order that everyone might benefit from each girl's experience.

During the course of the school year, the Marymount Community Service Director visits the girls at their place of service. This visit is important for several reasons. It gives the Director an opportunity to meet the students' on-site supervisors and to evaluate the organization. Marymount School expects each organization to conduct an effective and safe volunteer program, complete with orientation, training, adequate supervision, and guidance. The visit is also meaningful to the student. It gives her the chance to demonstrate her ability and interest in service. The visit also communicates to the student that the Director cares about her.

The students in Class X participate in a variety of service activities. This year students are involved in the following programs: food pantries, soup kitchens, hospital volunteer work, tutoring programs, CCD [religious education] programs, after-school recreation programs for children, homes for the elderly, telephone and visitation programs for senior citizens and the homebound, nursery school work, work with mentally retarded children and youth, and the Ronald MacDonald House.

It is evident that the students' lives are changed by their community service experiences. The feelings of fear and hesitation students express at the start of the year are quickly replaced by feelings of pride and personal satisfaction as they discover how fulfilling service to others can be. Students become aware of the many needs around them and find that they can help meet many of those needs. Students develop empathy for people who are less fortunate than they. For these students of New York's Upper East Side, the ability to understand and appreciate the problems of this city's disenfranchised people is an important and rare occurrence. Evidence that the Community Service Program is accomplishing these goals is demonstrated in weekly discussion as students reflect upon how they are changing and what they are learning about themselves and others.

At the end of each semester the on-site supervisors at each community service organization are requested to complete an evaluation of the student volunteer. From these evaluations it is evident that Marymount students are making valuable contributions to their community. The following comments from supervisors illustrate this truth:

It is a pleasure to have Kathleen work with us. Like her sister who worked with us last year, Kathleen is kind and thoughtful and works very well with staff, peers, and residents of our home. Hopefully, you will consider sending us more volunteers to our program.

Christi is very precious to our company. We really appreciate her and we hope that you will continue to send us a volunteer from your school. We have come to the conclusion that Marymount High School is the only school we can count on for nice, resourceful, educated, and dependable volunteers.

I'm very pleased to have Olivia at my side. She is efficient and liked by all the children.

She was very uncomfortable at first. I think this was very good for her, and I'd encourage her to do more.

Kris is a very helpful and lovely girl. She really pitches in.

Community Service is a significant part of the life of Marymount School. In addition to the Class X Community Service Requirement, the school conducts other service projects for the total student body. For example, this past year at Thanksgiving Marymount hosted several food drives. The food that was collected was given to two agencies, Meals-on-Wheels and the Yorkville Common Food Pantry. During the Christmas season the students at Marymount collected toys for needy children. Marymount students have also collected winter clothing for the residents of a welfare hotel. Last October Marymount girls spent a day working at the Green Oasis Garden on New York's Lower East Side. Working together the girls helped to demonstrate that hard work and dedication can make a difference in a Lower East Side neighborhood.

The girls' experience at the Green Oasis Garden was Marymount's part in the national "A Day in the Life of Youth Service" program. This day, in which Marymount students joined with City Volunteer Corps workers, is designed to promote and celebrate young people making a difference in the world through volunteer efforts. The "Day in the Life of Youth Service" expresses the purpose of the Marymount School Community Service Program. If Marymount School can teach its girls that service to others is the greatest contribution they can make with their lives, then we have accomplished education's noblest task.

Becoming People for Others

Kenneth A. Luecke
Community Service
Director
De Smet Jesuit
High School
St. Louis, Missouri

De Smet Jesuit High School conducts a comprehensive four-year service program tailored to the ability and needs of the students of the St. Louis community. Although the program covers all four years of high school, the focal points are in the junior and senior years.

Two events are of particular note in these two years. On the day that the juniors begin their service, the entire student body is gathered together in a liturgy to celebrate the commissioning of the juniors, each to his own agency to serve in the name of Jesus Christ and the school. Each student is individually called forth from the assembly and blessed by a faculty member or student representative with the following prayer:

> *"You are light for the whole world. Your light must shine before people so that they may see the good things that you do and give praise to your Father in heaven." (from Matthew 5:14-16)*

This continues to be one of the most poignant moments of the school year for students, faculty, and parents. Additionally, at the conclusion of a senior's project, he is given a certificate, again at an all-school liturgy, recognizing the service that he has given, the awareness that he has gained of himself and others, and the hope that he will value service to others as his future duty.

The Community Service Program at De Smet is an outgrowth of a challenge issued by the Jesuit Secondary Education Association and the Superior General of the Society of Jesus to educate our students to be "Men for Others"—people whose faith demands that they bring about justice in this world. We feel that this program is helping us to accomplish this goal. Through this four-year experience, our students have come to understand their own worth as individuals, the part that they can play in bringing justice to their world, and the dignity that each person possesses.

The Projects encourage a great interchange among the students. They have given students an opportunity to discuss their experiences in carpools and classes. Freshmen and sophomores learn from the junior and senior experiences and look forward to their days of service. When university applications call for narratives of personally significant events in a student's life, invariably the project experience is the topic chosen.

The effect in the community is that young men are seen as caring, sensitive, energetic people. They are seen as good and vibrant forces for the future. In addition, the agencies appreciate the time and talent that our students provide. Without them and countless other volunteers, they would not be able to offer the quality service that they do.

The Community Service Program at De Smet Jesuit High School is an integral part of our educational goal. It continues to grow and to improve after eighteen years of service. Its success is a product of support from faculty, students, parents, and the community. With it we truly believe our young men are becoming "Men for Others."

To Dream

Community service at St. John's was once a dream. It slowly became a reality through many persistent and deeply committed individuals who believed it to be right. A few years ago the school became totally committed by hiring a full-time community service director. I am privileged to be this director and like all directors, I dream. I dream of the future. I dream of the past. I dream (and sometimes have nightmares) of the present. Just as the past was once reality and the future will one day be reality, some of my dreams get suppressed by reality, but my belief in the community service program never dies.

Catherine Gawloski
Montgomery
Community Service
Coordinator
St. John's School
Houston, Texas
1991

One problem with community service is to dream beyond what is real. I could dream that there would be an end to the seemingly non-ending permission slip. But the reality is, in this world with high insurance costs and the possibility of getting sued, I have to have them as a precaution. A wasted dream when faced with reality.

I dream of 100% participation. One of the goals of community service is for every student in the school to participate each year. That's why there's a variety of projects, times, and days. But the reality is there's not enough *time* for some students. I believe in the students and their desire to go on projects, but I also see the lack of time they have. They have commitments—first to their school work and then to their sports, with community service coming in (I dare say) a close third. St. John's is a busy place. The 30-hour-a-day wish would not be lost on a St. John's student. I could dream of 100% participation and even strive for it, but the reality is this lack of *time* and priority. A worthwhile dream, but difficult when faced in reality.

Then there are the dreams that start as nightmares, such as the infamous Christmas Drive. At first the Christmas Drive came upon me as a nightmare, but an extremely well thought-out nightmare. The structure slowly unfolded into easy pieces. These pieces were each delegated to the student leaders and transformed into a peaceful dream. The students' belief in the project and the support of the faculty and parents turned the nightmare into a reality of fellowship. They made a believer out of me.

I have dreamt of the past with easy contemplation, smiling to myself at the students and their enthusiasm for the projects and activities. Never once have they let me down. Many a time they surpassed my own anticipation (25 students in a small kitchen cooking a Thanksgiving dinner). I like to dream of the past; it's stress-free and pleasing.

But of the future, I dream the most. And these are the dreams that are the hardest to let go or to face reality with. Can these students who have so far demonstrated a desire to learn and do, go beyond? Are the "I wants" what the students want or, better yet, need? Will my dreams be suppressed by reality or *become* reality?

To dream is not bad. It can get one moving in the right direction, if it does not go beyond total reality. But a dream should never surpass your belief. Believing in what you do, who you do it for, and why you do it will always keep you going right—they are dreams rooted in your soul.

Appendix

Starting a Community Service Program: 12 Suggestions

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My first extended visit to a school with boarding students was when I interviewed for a teaching position at Long Island's Stony Brook School (SBS). One of my comments to the assistant headmaster was something like, "It seems to me that boarders could very easily live in their own, inward-oriented world." Perhaps it was this statement that caused the school to offer me a position not only as a teacher but also as the assistant chaplain for outreach.

Although Stony Brook had a tradition of service to others and of assistant chaplains responsible for service programs, it was left to me to initiate programs for this particular group of students in grades 7-12. Thus I began, from scratch, to try to put together a comprehensive service program that would interest and challenge students and also meet real community needs. The thoughts I share here come from my own experience, but most of them have been confirmed by the experience of others who have tried to launch similar programs.

1. **Survey the needs of the school's community.** Before the start of my first year at SBS, I began to read the local papers, bulletin boards, and phone books in search of the community's needs that might be met by our students. I began to contact agencies and ask about opportunities for volunteers. This process, though intense only at first, never really ends, for every community's needs are constantly changing.

2. **Start small.** One or two well-organized initial activities or programs have a much greater chance for success than do a dozen. Students and faculty need to be attracted to, not overwhelmed by, the initial efforts. At SBS we started with two programs, a weekly trip to a nursing home and a hunger awareness and action group. These involved about 15 students (4% of the student body) on a regular basis. After a small but successful first year, we were able to have 10 different programs during the second year, with 50 students (17%) participating.

3. **Select service opportunities that are personal, challenging, and rewarding.** I believe that a good placement must possess all three of these qualities. Students want to help people (not push paper), be stretched, and feel a sense of ownership and satisfaction. The only service placement we had that was a failure was one that gave the students responsibility (preparing clothing for teenage mothers and their babies) but no contact with the people they were serving (the work was done before the agency officially opened for clients). One of the most successful programs was at a mismanaged day-care center where student volunteers knew they were giving their young charges the best hour of their week.

4. **Start to cultivate relationships with agency directors and volunteer coordinators.** It is much better for everyone—students, agencies, clients, and community service directors—if there is a personal relationship between the school and the agencies. A phone call, introductory meeting, and on-going contact are all important and well worth the investment of time.

5. **Serve with your students.** Good community service directors do not merely administer programs, they serve people. They lead by example. Go with your students, work with them. To my mind, this

is the most important leadership quality. While at SBS I always went to the nursing home (often taking one or more of my young children), twice spent 30 continuous hours at a rockathon for hunger, attended hospital volunteer training meetings with students, played with day-care children, and so on.

6. **Seek student ownership and leadership of the service program.** Although a new program needs much adult leadership, a program will succeed only as students feel that it is their program. From the beginning, work to develop a team spirit, and watch for natural student leaders—the country's best service programs all have significant student leadership. Particularly important for upper schools are sophomores, who have three years to develop into mature leaders.

7. **Search for supportive administrators, faculty, and staff.** Most of the staff at your school will probably commend your efforts at community service (though anyone who begins a program should expect some apathy, even opposition, from those competing for students' time and effort). New community service directors need such emotional support, but above all they need practical help. Be alert to those who say "Good work" and "Can I ever drive for you?" and rely on them, with sincere gratitude, for the support you need. I was extremely grateful at SBS for the steady, sacrificial assistance of several members of the faculty and staff.

8. **Stimulate the faculty and student body.** Through assembly announcements and skits, signs, flyers stuffed in mailboxes, let everyone know what's happening and how they can get involved. Have a service event in the middle of the campus, such as a fundraiser for others or a meal for some of the people at an agency served by your students. Let teachers know which of their students are involved in community service. Like sports or music, a mutual interest in service can help a student-teacher relationship.

9. **Solicit parental involvement.** Parents are an often-untapped resource for suggestions on volunteer placements, contacts in the community, transportation, and other forms of support.

10. **Survive failure by learning from it.** During my first spring at SBS I had planned—poorly, I admit now—a Habitat for Humanity (house construction) project for a Saturday. Those going were to meet outside the auditorium at 9:00 a.m.—the same time 150 prospective students and their parents were to arrive for meetings and campus tours. When no-one for the Habitat trip appeared, I was very embarrassed, to say the least, but I learned a lot about planning, student ownership, and volunteer recruitment.

11. **Say "yes" to student initiative.** If students suggest a service activity, do your best to respond positively to the idea and to implement it. After the failed Habitat for Humanity trip mentioned above, several students pushed for a weekend trip to a Habitat project several hours away from the school. When I balked for several months at the beginning of the next school year, they arranged the trip on their own, recruited 20 students, found a faculty chaperone, and had a great experience—while I learned another important lesson.

12. **Show public appreciation and esteem for community service as a significant achievement in student life.** No less than academics, athletics, and the arts, community service should be recognized as an important part of school life. While a "Servant of the Year" award would obviously not be appropriate, a "Leadership through Service" award might be, and certificates of appreciation awarded

in public would certainly be fitting. A fun activity, such as an end-of-year picnic, can also be very significant. Students need to know that their advisor and their school appreciate and admire their efforts on behalf of others.

In the final analysis, every community service program must be tailored to the particular abilities, experiences, and needs of those involved—faculty, students, community. An outsider cannot set the agenda for others. But the general suggestions offered above may assist those planning new programs to design a specific program that embodies the general features of successful programs elsewhere.

Master List and Index

Master List of Placement Opportunities and Activities by Category

The Hungry, Homeless, and Poor
- Alternative Gift Fair
- Clothing drives
- Collection of household goods
- Community home repair
- Food drives
- Food pantries
- Grate Patrol
- Habitat for Humanity, other housing rehabilitation and construction programs
- Half-way houses
- Halloween collections
- Hunger awareness meals
- Hunger walk
- Meals on Wheels
- Sandwich-making day
- Shelters for the homeless
- Soup kitchens
- Support of Oxfam, UNICEF, etc.

The Sick
- AIDS Action Committee
- American Cancer Society
- Blood drives
- Drug, Alcohol Rehabilitation and Education
- Emergency rooms and centers
- Hospitals and health centers
- National Institutes of Health
- Nursing homes
- Rehabilitation centers
- Rescue squads
- Ronald MacDonald House
- Waiting room friends

The Handicapped and Emotionally Disturbed
- Buddy programs
- Employment workshops for the handicapped
- Foster home visitation with the handicapped
- Handicapped children's center
- Homes, centers, and schools for the handicapped
- The Lighthouse for the Blind
- Psychiatric hospitals
- Recording for the Blind
- Social events with the sight-impaired
- Special athletic programs
- Special education classes
- Special education horseriding program
- Special religious education classes
- Special education swimming programs
- Special Olympics

The Elderly
- Adopt-a-Grandparent
- Adult day-care centers
- Homebound visitation
- Homes for the elderly
- Meals on Wheels
- Musical groups
- Pets on Wheels
- Red Cross home shoppers
- Retirement homes
- Senior citizens' centers
- Telephone contact programs
- Veterans' homes

Children
- After-school recreation programs
- Assistant coaches
- Boys' and girls' clubs
- Child development centers
- Child sponsorship (third-world)
- Children's museums
- Clowning
- Day-care centers
- Foster home visitation
- Handicapped children's center
- Headstart
- Home visits

I Have a Dream Foundation
Ice-skating instruction

Infant and maternity homes
Letters to Santa programs
"Literature Buddies"
Make-a-Wish Fair
Maternal and child health care
Orphanages
Pre-schools
Programs for disadvantaged children
Puppet shows at hospitals
Religious education
Ronald MacDonald House
Schools for autistic children
Special education athletic and academic programs
Teacher aides
Toy collections
Tutoring

Those in Crisis
American Red Cross
Counseling services
Shelters for teen runaways
Teen advocacy
Teen hotlines

The Abused
Department of Social Services internships
Shelters for abused women and children

The Imprisoned
Amnesty International
Prison visitation

Recent Immigrants
Big Sister activities
The Cambodian Network
Collection of household goods
English language instruction
Office of Americanization and Immigration internships

Others
A.C.L.U.
Hospitality house for seamen
Right to Life
Safe Rides
Students Against Driving Drunk (S.A.D.D.)

Religious Placements
Religious education for children and the handicapped

Government and Civic Placements
City Volunteer Corps
Coalition for Nuclear Disarmament
Emergency disaster drills
International Agency Placements
The International House
Peace Links
Political internships
Public Service days
Trans Africa
U.S. Congress
Youth Service Opportunities Project

Cultural Placements
Museums
Non-profit theater

Recreational Placements
After-school recreation programs
Camps
Recreation areas

Conservation & Animal Protection Placements
Adopt-an-Animal programs
Environmental education programs
Nature-conservation group
River restoration project
SPCA

Fundraising for Others
Alternative Christmas Market
Bake sales
Bikeathons, Danceathons, Rockathons, etc.
Candy sales
Collecting money
Flower sales
No-Talent Show
Phonathons
Walkathons

Holiday Programs
Christmas elfing
Food drives
Letters to Santa programs
Toys for Tots

Index of School Community Service Program Policies and Features

absence, from class, excused, 22, 62, 65
—from volunteer placement, 23, 59, 83
administrators, 16, 22
alumni/-ae, 26
announcements, 8, 36
applications, student, 62
approval, project, 10
awards and certificates, 4, 26, 47, 57, 59, 61, 62, 69, 92

booklets, community service, 8, 10, 66, 67
budget, 25, 29, 47
bulletin boards, 67, 71

class projects, 22, 35, 53, 55
community relations, 10, 25, 26, 29, 69
community service committees, 6, 10, 35, 47, 53–54, 66
community service days, 5, 21, 25, 47
community service fairs, 5, 10
community service record, student's, 6, 62, 64
community service student advisory boards, 13, 35, 54, 55
community service—sports, extra-curricular activities and, 13, 16, 28, 29, 38, 41
community service—relation of chapel and religion courses to, 4, 5, 26, 31, 38, 41, 42, 48, 59, 61, 64, 69, 73
contracts, student, 5, 16, 28, 66
courses, community service, 3, 7, 16, 35, 38, 40, 41, 46, 55, 59, 66, 73
criteria, placement, 11, 22, 32, 65, 90

discussion groups, 4, 5, 10, 12, 16, 26, 29, 61, 65, 66
discussions, class, 22, 23, 57, 59
dormitory projects, 63

elementary school programs; see lower school programs
essays, student, 5, 10, 12, 16, 23, 38, 41, 64, 83
evaluations, of students, 10, 23, 25, 29, 38, 61, 62, 63, 66, 68, 84
—of programs, 22, 54
faculty, 4, 10, 16, 17, 22, 25, 26, 28, 29, 31, 36, 45, 53, 55, 59, 61, 66
faculty advisor/coordinator, role of, 8, 13, 16, 23, 25, 26, 28, 29, 40, 42, 53, 62, 63, 67, 68, 69, 83–84
family involvement, 48, 57
fast, Lenten, 6
files, placement, 11
files, student, 6, 62, 64
freshmen, programs for, 4, 5, 22, 26, 35, 36, 38, 53
full-time director, 3, 63, 87

grants, for service program, 47, 61
group projects, 15, 16, 25, 26
groups, discussion; see discussion groups

hunger awareness meal, 6, 7

individual projects, 5

journals, 4, 12, 23, 38, 42, 61, 68, 83
juniors, programs for, 3, 4, 5, 22, 38, 53, 61, 68

leadership, student; see student leadership
liturgy, 4, 86
lower school programs, 5, 9, 26, 31, 48, 49, 50, 55, 73–74

meals, volunteer recognition, 29, 47, 56, 62
media coverage, 7
membership in community service group, 28, 53–54
middle school programs, 5, 9, 15, 16, 26, 31, 36, 42, 46, 47, 53, 55, 71–72

non-compulsory programs; see volunteer programs

orientation, 26, 29, 40, 53, 59, 63, 66

papers, student; see essays, student
parents, 8, 10, 15, 16, 22, 23, 28, 35, 36, 48, 53, 55, 91
placement procedures, 23, 25, 26, 83
pre-school programs, 5, 9
preparation, 5
primary grades, 5, 31, 48, 49, 50
projects, final, 23, 42, 64, 67, 83
projects, intensive, 68
publicity, 8, 10, 67, 71, 91
publications, student, 42

reflection, 53–54, 64, 65, 66, 67, 68
required programs, 3, 4, 7, 10, 11, 12, 22, 23, 26, 32, 35, 36, 40, 41, 42, 46, 53, 56, 59, 61, 63, 64, 65, 67, 68, 69
requirements, time, 3, 4, 7, 10, 11, 12, 13, 16, 22, 23, 25, 26, 29, 35, 36, 38, 40, 41, 42, 46, 53, 59, 61, 62, 63, 64, 65, 66, 68
school committee, 6
school files, 6, 62, 64
school-community projects, 4, 5, 26, 69
school-wide projects, 17-18, 21, 23, 28, 55, 56, 57
seniors, programs for, 3, 4, 5, 25, 38, 41, 53, 61, 68
sharing groups, 4, 5
—see also discussion groups
small-group projects, 3
sophomores, programs for, 3, 4, 5, 7, 22, 23, 36, 38, 42, 53, 59, 83–84
speakers, guest, 3, 16, 26, 40, 59
student leadership, 6, 8, 13, 21, 22, 28, 29, 31, 43, 47, 53, 55, 59, 64, 67
student-initiated projects, 11, 43, 55, 92
summer programs, 26, 67
supervisors, on-site, 3, 23, 25, 59, 64

training, at-school; see orientation
training, on-site, 11
transportation, 3, 8, 25, 41, 53, 59, 62, 67

volunteer programs, 3, 5, 8, 16, 21, 43, 53–54, 58, 67, 69

weekend workcamp, 5
writing, in-class, 22